## POLICY MANUAL

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PHILOSOPHY, GOALS, AND OBJECTIVES

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EDUCATIONAL PHILOSOPHY

The Board believes that the goal of education is the all-around development of each child. The role for the school is to impart practical knowledge and in cooperation with the home and community, to assist the child with his intellectual, social, cultural, emotional, physical, and moral growth. The school should help create within each child an awareness of civic responsibility and respect for authority; to assist him/her to become a well integrated, disciplined person capable of assuming a vital role in an ever-evolving civilization.

The Board subscribes to the general theory of individual differences; namely, that each student is an individual and has his/her own innate ability, ambitions, and emotions. In the process of educating this individual, the program should challenge him/her and reflect a concern for his/her needs based on his/her own capabilities.

Adopted: September 11, 1989
The Board of Education affirms its commitment and responsibility to provide equal educational and employment opportunities in an environment which is free from discrimination, including harassment and intimidation and to comply with all applicable laws which prohibit unlawful discrimination. The Board of Education strictly prohibits and condemns all forms of unlawful discrimination, including harassment, on the basis of actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation by employees (including Commissioners of Board of Education and contractors), volunteers and students, 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.

Specifically with respect to students, the Board additionally prohibits unlawful discrimination or harassment on the basis of actual or perceived race, color, national origin, ethnicity, disability, weight, sex, sexual orientation, religion, religious practice and gender, including gender identity and gender expression. The Board also prohibits retaliation based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under this policy or anti-discrimination statutes.

It is a violation of this policy for District students or employees (including contractors) to engage in behavior that subjects any student, employee or applicant for employment to discrimination and/or harassment at a school/worksite location or in connection with an education or work-related function on the basis of any of the above-noted grounds where such conduct: (1) adversely affects any aspect of a student’s educational opportunities, including the opportunity to participate in school activities; (2) adversely affects any aspect of an employee’s/applicant’s employment or the compensation, terms, conditions or privileges of employment; or (3) creates a hostile, offensive, or intimidating educational or work environment. It is also a violation of this policy for District employees to engage in unlawful discriminatory behavior and/or harassment with respect to applicants for employment and other individuals who do business with the District.

**Enforcement**

The District will act to promptly and equitably investigate and respond appropriately to all complaints or allegations of unlawful discrimination, including harassment, based on any of the characteristics described above. District personnel will take appropriate action to protect individuals from retaliation and to promptly and equitably investigate and respond appropriately to all complaints of retaliation. The District makes no promise or warranty about the outcome of an investigation, nor any promise or assurance that it will exercise its discretion in a manner which will meet the desires or preferences of any particular party.

In order for the Board to enforce this policy and to take corrective measures as may be necessary, it is essential that any employee, prospective employee or student who believes s/he has been a victim of unlawful discrimination, including 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 unlawful discrimination, including harassment, immediately report such alleged act. Such report shall be directed to or forwarded to the District's designated Compliance 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 unlawful discrimination, including harassment, will also be promptly investigated in accordance with the terms of this policy. In the event that the Compliance Officer is the alleged offender, the report will be directed to the next level of supervisory authority.
Upon receipt of a complaint, the District will conduct a prompt, thorough, and equitable investigation of the charges. However, even in the absence of a complaint, if the District has knowledge of any occurrence of unlawful discrimination, including harassment, the District will conduct a prompt, equitable, and thorough investigation and respond appropriately. To the extent possible all complaints will be treated as confidential and private. However, disclosure may occur to the extent necessary to complete a thorough investigation of the charges, follow through with corrective action and/or to notify law enforcement officials as warranted.

Based upon the results of an 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 appropriate. Should the offending individual be a student, appropriate disciplinary measures will be imposed, up to and including suspension or expulsion 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 imposed, up to and including termination of the offender's employment in accordance with legal guidelines, District policies and regulations, and any applicable collective bargaining agreement(s). The imposition of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

The Board prohibits any retaliatory behavior directed against complainants, accused individuals, witnesses, and/or any other individuals who participated in the investigation of a complaint of unlawful discrimination, including harassment. Reasonable actions will be taken to prevent intimidation or retaliation against complainants, targeted individuals, witnesses, and/or any other individuals who participated in the investigation of a complaint of unlawful discrimination, including harassment. Any student or staff who believes that intimidation or retaliation has occurred or is occurring should make a report to the District’s Compliance Officer so that an investigation and any necessary corrective action can be undertaken.

Regulations corresponding with this policy will be developed for reporting, investigating, and remedying allegations of unlawful discrimination, including harassment, based on the characteristics described above.

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 or inappropriate behavior within this District. It is the intent of the District that all such policies and/or regulations be read in conjunction to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities. However, different treatment of any student or employee which has a legitimate, legal purpose shall not be considered a violation of District policy.

**General Overview of Discrimination**

Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs, rather than on individual merit. Discrimination can occur in individual circumstances or as the result of an established practice which has the effect of conferring privileges on a certain class or denying privileges to a certain class because of criteria such as age, race, color, sex, religion, national origin, or disability.

Discrimination is the unequal treatment of an individual (or group) for a reason which has nothing to do with legal rights or ability. Federal and state laws prohibit discrimination based on several characteristics, including race, color, national origin, sex, disability, gender and other characteristics. Unlawful discrimination also includes harassment, including sexual harassment and/or sexual violence. Discrimination might mean that a person, or a group of persons, are excluded from a place or an activity, or are being denied benefits and/or services afforded others based on protected characteristics such as race, color, national origin, sex, and/or disability.
Overview of Harassment

Harassment includes unwelcome verbal, written, graphic or physical conduct that offends, denigrates or belittles an individual based on that individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and specifically with respect to students, on the basis of weight, gender identity, gender expression, and religious practices 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, or;

B. 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 creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit, or;

C. Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

Such conduct may include, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Examples of Specific Types of Harassment

1. Racial and/or Color Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs.

2. Religious (Creed) Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's religion or creed, such as derogatory comments regarding surnames, religious tradition, religious clothing, or religious slurs or graffiti.

3. National Origin Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

4. Marital Status Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's marital status, such as derogatory comments regarding being single or divorced, or being a single parent.

5. Disability Harassment: Can include harassment based on an individual's disabling mental or physical condition and includes any unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.
6. Sexual Harassment: Includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

   a. Submission to that conduct is made either explicitly or implicitly a term or condition of an educational or employment benefit or detriment; or

   b. Submission to or rejection of the conduct is used as the basis for any educational or employment decision affecting the harassed individual; or

   c. The conduct has the purpose or effect of unreasonably interfering with the harassed individual's educational or work performance, or creating an intimidating, hostile or offensive learning or working environment.

   This applies whether the harassment is between individuals of the same or different gender. Sexual harassment can include unwelcome verbal, written, graphic or physical conduct directed at or related to an individual's gender such as sexual gossip or personal comments of a sexual nature; sexually suggestive or foul language; sexual jokes; whistling; spreading rumors or lies of a sexual nature about someone; demanding sexual favors; forcing sexual activity by threat of punishment or offer of an educational or job reward; obscene graffiti; exhibition or distribution of pornographic pictures or objects; offensive touching, pinching, grabbing, kissing or hugging; or restraining someone's movement in a sexual way.

**Examples of Specific Types of Sexual Harassment**

1. Sex/Gender Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's sex/gender, such as derogatory comments regarding pregnancy, or individual's participation in a non-traditional job or activity;

2. Sexual Orientation Harassment: Can include unwelcome verbal, written, graphic or physical conduct directed at the characteristics of an individual's sexual orientation, such as negative name calling and imitating mannerisms.

**Retaliation** - is a separate and distinct violation of this policy. Members of the school community are prohibited from retaliating against any person who reports alleged unlawful discrimination or harassment or against any individual who testifies, assists or participates in an investigation, proceeding, action or hearing relating to unlawful discrimination/harassment. An alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of unlawful discrimination/harassment is not found to be a violation of this policy.

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. It may be redressed through application of the same reporting, investigation, and enforcement procedures as for unlawful discrimination/harassment.
**Knowingly Makes False Accusations**

Employees and/or students who knowingly make false accusations against another individual as to allegations of unlawful discrimination, harassment or retaliation may also face appropriate disciplinary action.

Because of the damage that can be done to someone falsely accused, any individual who in bad faith knowingly makes a false complaint or report of unlawful discrimination, harassment or retaliation will be subject to disciplinary action up to and including suspension or termination in accordance with legal guidelines, District policy, and any applicable collective bargaining agreement(s). The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful discrimination, harassment or retaliation.

**Reporting Acts Constituting Child Abuse**

Several behaviors listed as sexual harassment (i.e., sexual touching, grabbing, pinching, being forced to kiss someone, etc.) may also constitute child abuse. Sexual abuse of a child can include sexual molestation or exploitation of a child including, but not limited to, incest, prostitution, rape, sodomy, or lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also constitute child abuse under state law. New York State law and Board Policy 5460 require school employees to report all incidents of child abuse and neglect, including sexual abuse.

**District Responsibility/Training**

Regardless of whether a complaint has been filed, if the District knows of the occurrence or the possible occurrence of unlawful discrimination or harassment, the District will require a prompt, equitable and thorough investigation by appropriate personnel. In the event an anonymous complaint has been filed, the District will respond to the fullest extent possible.

The Superintendent or his/her designee will be responsible for informing students and staff on a yearly basis of District policy and regulations regarding the prohibition of unlawful discrimination and/or harassment, including:

- the procedures established for making a complaint;
- the procedures established for the investigation and resolution of complaints,
- the general legal issues pertaining to unlawful discrimination and harassment, including age-appropriate examples in age-appropriate language, and
- the rights and responsibilities of employees and students.

**Dissemination of District Policy/Regulation and Evaluation**

A copy of District policy and regulations pertaining to unlawful discrimination, including harassment, will be posted on the website; will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars; will appear on brochures and other appropriate District publications; and may be posted in various locations throughout each school building. A copy of the District policy and regulations pertaining to prohibition of unlawful discrimination, including harassment, will be available upon request at the District Central Office, at school building principals’ offices, and in counselors’ offices.
Definitions

The following information is offered to provide guidance; this list is not exhaustive. Defined terms are listed in alphabetical order.

1. Age: actual or perceived age.

2. Alienage/Citizenship: actual or perceived immigration status or status as a citizen of a country other than the United States of America. It shall not be an unlawful discriminatory practice for any person to discriminate on the ground of alienage or citizenship status or to make inquiry as to a person’s alienage or citizenship status or to give preference to a person who is a citizen or native of the United States when such preference is expressly permitted or required by a federal, city or state law or regulation.

3. Color: the apparent pigmentation of the skin, especially as an indication or possible indication of race.

4. Disability: actual or perceived disability, or history of disability. The term “disability” means any physical, medical, mental, or psychological impairment or history or record of such impairment, or a condition regarded by others as a disability. It is not discriminatory for an employer to require that an employee or applicant be able to perform the essential functions of a job with or without reasonable accommodation.

5. Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers may come from one nation. The term “national origin” includes members of all national groups and groups of persons of common ancestry, heritage, or background; it also includes individuals who are married to or associated with a person or persons with a common heritage including language, culture, and often a shared or common religion and/or ideology that stresses ancestry.

6. Gender: actual or perceived gender/sex; socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. The prohibition against gender discrimination includes sexual harassment.

   The term “gender” also includes a person’s gender identity, self-image, appearance, behavior or expression, whether or not that gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that person at birth.

7. Gender Expression: How one is socially perceived; may include one’s behaviors, dress, mannerisms, speech patterns, and/or social interactions; a person’s external characteristics and behaviors that are socially defined as either masculine or feminine.

8. Gender Identity: One’s personal view of one’s own gender; a person’s deeply-felt internal sense of being male or female.

9. Marital Status: actual or perceived marital status.

10. Military Status: 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.

12. Predisposing Genetic Characteristic: any inherited gene or chromosome, or alteration thereof, determined by a genetic test or inferred from information derived from an individual or family member that is scientifically or medically believed to predispose an individual or the offspring of that individual to a disease or disability, or is associated with a statistically significant increased risk of development of a physical or mental disease or disability.

13. Race/Color: actual or perceived race or color.

14. Religion/Creed: actual or perceived religion or creed; a set of fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

15. Religious practice: practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

16. School Community: includes but is not limited to all students, school employees (including contractors), school agents, bus drivers, volunteers, and any third party who are participating in, observing, or otherwise engaging in activities, including sporting events and other extracurricular activities subject to the supervision and control of the District.

17. School Employee: includes but is not limited to all teachers, support staff, administrators, custodians, cafeteria workers, coaches, contractors and School Board members.

18. Sex: a term used to describe the biological and physiological characteristics that define men and women. MALE and FEMALE denote “sex.”

19. Sexual Orientation: actual or perceived sexual orientation; the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

20. Victim of Domestic Violence, Sexual Offenses, or Stalking: an actual or perceived victim of domestic violence is a person who has been subjected to acts or threats of violence, not including acts of self-defense, committed by a current or former spouse of the victim, by a person who is cohabitating with or who has cohabited with the victim, by a person who is or has been in a continuing social relationship of a romantic or intimate nature or a person who is or has continuously or at regular intervals lived in the same household as the victim.

An actual or perceived victim of sex offenses or stalking is a person who has been subjected to such behavior as defined by the Penal Law.

An employee may request a reasonable accommodation due to his/her status as an actual or perceived victim of domestic violence, sex offenses or stalking in order to fulfill the essential requirements of a job. The employee may be asked to provide certification that he/she is a victim of domestic violence, sex offenses or stalking. An employee requesting the reasonable accommodation shall provide a copy of such certification within a reasonable period after the request is made. The certification requirement may be satisfied by providing a police or court record, documentation from an employee, agent, or volunteer of a victim services organization, an attorney, a member of the clergy, or a medical or other professional service provider that the employee or that employee’s family or household member sought assistance as an actual or perceived victim of domestic violence, sex offenses, or stalking and/or the effects of the violence or stalking; or other information consistent with the employee’s disclosure and the request for accommodation.
21. Weight: actual or perceived weight used in reference to a person’s “size.”

Ref:
Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Law, 20 U.S.C §§1400 et seq.
Executive Law §290 et seq. (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a
8 NYCRR 100.2(c), (l), (jj), (kk); 119.6
Dignity for All Students Act, Education Law, §10 – 18

Replaced the following Policies:  5020, 5020.2, 5020.3, 9110.5, and 9110.2

Adopted: 03/09/2017
Complaint Procedures

Any individual who believes that a) s/he has been subjected to unlawful discrimination or harassment, or b) who is made aware of and/or witnesses a possible occurrence of unlawful discrimination or harassment, shall report such actions as soon as possible after the alleged incident occurs in order to enable the District to promptly and effectively investigate and resolve the complaint. In order to facilitate a thorough investigation, those discriminated against, targeted, and/or harassed, and/or any witnesses, should document the discrimination or harassment as soon as it occurs, providing as much detail as possible.

Reports of unlawful discrimination or harassment should be made by completing the District Complaint Form (see 0100-E1) and then filing that form with District's Compliance Officer.

Employee Complaints or Student Complaints Against Employees:

Upon receipt of the complaint, the District’s Compliance Officer or his/her designee will initiate an investigation of the complaint. If the District’s Compliance Officer or his/her designee believes that irreparable harm may occur before the investigation can be completed, then s/he may recommend appropriate interim relief, including temporary reassignment of job duties pending completion of the investigation. The complainant, the accused, and any witnesses will be directed to refrain from talking about the investigation while it is pending.

Upon completion of the investigation, the District’s Compliance Officer or his/her designee will determine what action, if any, is appropriate based on the outcome of the investigation and the applicable Board Policies, as well as state and federal laws and any applicable collective bargaining agreements. The District’s Compliance Officer or his/her designee will issue a written determination within 90 days of the receipt of the complaint, unless extenuating circumstances warrant an extension of the time period. Complainant(s) and respondent(s) will be informed in writing of the determination. The information regarding the written recommendations may remain confidential.

If a violation of Board Policy is substantiated in the case of a complaint against an employee, the respondent's immediate supervisor will confer with the District’s Compliance Officer or his/her designee to determine what, if any, disciplinary action or corrective measures are appropriate.

It is the responsibility of the District’s Compliance Officer or his/her designee to ensure that any appropriate corrective action is implemented.

Student Complaints:

If the complaint is filed by a student against another student, the District’s Compliance Officer, will, except in unusual circumstances, refer the complaint to the student's Principal or his/her designee for investigation and appropriate action. If the Principal or his/her designee believes that irreparable harm may occur before the investigation can be completed, then s/he should implement appropriate interim relief pending completion of the investigation (e.g., minimizing or eliminating contact between complainant and accused). A Principal who investigates a student complaint will also determine what, if any, disciplinary or corrective actions are appropriate at the conclusion of the investigation according to applicable laws and Board Policy. If the complaining student is dissatisfied with the outcome of the Principal's or designee's investigation, s/he may seek review of the investigation and determination made by the Principal or designee by filing a request for review with the District’s Compliance Officer within ten (10) school days. The District’s Compliance Officer or his/her designee, will notify the building principal/Immediate supervisor, complainant, and accused in writing of the determination after review within ten school days of receipt the request.
**Limited Privacy Rights**

As part of an investigation, the District has the right to search all school property and equipment including District computers and email accounts. Rooms, desks, cabinets, lockers, computers, etc. are the property of the District, provided for the use of students and staff; however, the users have no reasonable expectation of privacy with respect to these locations or equipment or materials stored therein.

**Retaliation Prohibited**

Retaliation against any individual for filing a charge of unlawful discrimination and/or harassment, or reporting allegations of unlawful discrimination or harassment is illegal and prohibited. Regardless of the stage of the investigation, the complainant(s)/targeted individual(s) will be instructed by the immediate supervisor or principal and/or District’s Compliance Officer to report immediately if prohibited discriminatory or harassing behavior occurs again and/or if the accused or associates of said accused person(s) retaliates against the originally targeted individual(s). Any witnesses who cooperate in the investigation of the complaint will be similarly instructed to report to the immediate supervisor or principal and/or District’s Compliance Officer immediately as to any retaliatory action(s). The immediate supervisor or principal and/or District’s Compliance Officer should also follow up with complainants and witnesses to verify that no retaliation or intimidation has occurred. Any employee or student who retaliates against another individual shall be subject to disciplinary action, as warranted, in accordance with legal guidelines, applicable contractual mandates and/or the Code of Conduct.

**Penalties**

Based upon the result of the District's investigation into a report of unlawful discrimination, harassment or retaliation, immediate corrective action will be taken as appropriate;

Should the offending individual be a school employee, appropriate disciplinary measures will be imposed, up to and including termination of the offender's employment in accordance with contractual and legal guidelines;

Should the offending individual be a student, appropriate disciplinary measures will be imposed, up to and including suspension or expulsion in accordance with applicable law, regulations, and the Code of Conduct;

Vendors/contractors and other individuals who do business with the District who have been found to violate the terms of the non-discrimination/anti-harassment policy and/or regulations by engaging in prohibited conduct will be subject to appropriate sanctions up to and including loss of District business. School volunteers who are found to have violated District policy and regulation may face termination of volunteer status;

Should the offending individual be a visitor, guest or other third party, then any corrective action deemed appropriate will be taken including, but not limited to, expulsion and/or banishment from the District premises and/or school activities/events under the control and supervision of the District.

The imposition of such disciplinary measures by the District does not preclude the appropriate filing of civil and/or criminal charges as may be warranted.

**Finding That Unlawful Discrimination or Harassment Did Not Occur**

At any level/stage of investigation of alleged discrimination, including harassment, if a determination is made that unlawful discrimination or harassment did not occur, the immediate supervisor, principal or District’s Compliance Officer or his/her designee will so notify the complainant and the alleged offender of this determination. Such a finding does not preclude the complainant from pursuing other legal avenues of recourse.
Knowingly Making False Accusations

Employees and/or students who knowingly make false accusations of discrimination or harassment or knowingly provides false information in the course of investigation of a complaint may be subject to the same range of disciplinary actions enumerated above under Penalties. A complaint which is deemed unfounded is not considered a false accusation, so long as the complaint was made in good faith.

Informal Complaint

A. An employee or student who believes that s/he has been subjected to unlawful discrimination or harassment, or anyone who is aware of, has knowledge of, or witnesses an occurrence of unlawful discrimination or harassment may file an informal complaint by immediately notifying his/her immediate supervisor or principal. The immediate supervisor or principal will assist the student or employee in documenting the complaint in writing.

If the building principal/immediate supervisor is the alleged offender, then the complainant may report the discrimination or harassment directly to the Compliance Officer. The District’s Compliance Officer shall designate another school official who will take the place of the building principal/supervisor in all applicable phases of the complaint process.

B. Informal complaint procedures will generally take place at the building level and involve resolution steps short of a comprehensive investigation and/or formal hearing. For example, in attempting to resolve a complaint informally, the immediate supervisor or Principal may separately interview the complainant and the accused, inform the accused of the complaint, question the accused about the alleged incidents, and review the District's policy and regulations regarding discrimination, including harassment.

C. If the immediate supervisor or principal concludes that the complaint is founded, then s/he will direct the perpetrator to immediately cease the offensive conduct, and will impose any appropriate discipline. The immediate supervisor or principal will follow the provisions of any applicable collective bargaining agreement(s) throughout the course of such investigation(s).

D. Within fifteen (15) school/working days after receipt of the complaint the immediate supervisor or principal will take such action as is necessary to remedy the situation stated in the complaint if his/her investigation reveals that the complaint is valid.
The action taken by the immediate supervisor or principal will be documented in writing.

1. The immediate supervisor or principal may consult with or seek the assistance of the District’s Compliance Officer in resolving the complaint.

2. If the immediate supervisor or principal cannot resolve the issues raised in the complaint within fifteen (15) school/working days, s/he shall notify all material parties of that fact before the expiration of the fifteen (15) school/working day period and s/he shall further indicate the approximate date on which his/her determination will be made.

3. If the complaint is not resolved at the informal stage to the satisfaction of the parties, s/he/they may, individually, within ten (10) school/working days of the decision of the immediate supervisor or principal ask that the District’s Compliance Officer or his/her designee review the allegations and informal-level decision.

4. The District’s Compliance Officer or his/her designee will review the file and, if necessary, conduct an additional investigation in accordance with federal or state laws and regulations and any applicable collective bargaining agreement(s).

5. If the review by the District’s Compliance Officer results in a finding different from the informal-level finding, the District’s Compliance Officer or his/her designee, will notify the building principal/immediate supervisor, complainant, and accused of the change in finding and any recommendations. If unlawful discrimination or harassment is found to have occurred, prompt disciplinary action in accordance with the terms of District policy and regulations, federal and state law and regulations, and/or the applicable collective bargaining agreement, will be imposed, together with such remedial measures as are appropriate.

**Confidentiality**

The District will keep complaints and discussions as confidential as possible; however, the need for confidentiality must be balanced against the obligation to cooperate fully with lawful investigations, to provide due process to the accused, and/or to take necessary action to conciliate, investigate or resolve the complaint. Information will be disclosed only to the extent necessary to effectively investigate the complaint, pursue corrective action and/or as mandated by law or court order.

A written record of the investigation and any action taken will be established and maintained. Additionally, parents of students subjected to possible discrimination, including harassment, and/or students filing a discrimination and/or harassment complaint, as well as parents of accused students, may be notified by the appropriate administrator of such occurrence and/or allegations as warranted and in accordance with legal guidelines.

If the complainant attempts to withdraw a complaint, the District’s Compliance Officer or designee will ensure that the withdrawal is not caused by retaliation and then document the complainant's reasons and ask the complainant to sign the documentation.

Subject to all applicable laws and collective bargaining agreements, the following guidelines shall be utilized in the investigation and resolution of discrimination complaints:
**Appeal/Redress**

**Accused**

The appeal process for student discipline which is contained in Board Policy 5300, The Code of Conduct, shall apply to any student who is disciplined based on a finding that s/he violated Board Policy 0100.

The grievance processes contained in the collective bargaining agreement between an employee's union and the District, or, if applicable the Rules and Regulations of the Superintendent's Employees' Group, shall apply to any employee who is disciplined based on a finding that s/he violated Board Policy 0100.

**Complainant**

The filing of a complaint, and/or the rendering of a decision regarding the complaint shall in no way prohibit, prevent or limit the complainant from taking appropriate legal action in accordance with state and federal law. The parties may, individually, while the investigation is on-going at the District, contact a personal attorney (at their own expense) or other advocacy groups or investigative agencies, including, but not limited to, any of the following: New York State Education Department Appeal to the Commissioner (pursuant to Education Law §§310 and 306)

Education Law §310 provides that persons considering themselves aggrieved by an action taken at a school district meeting or by school authorities may appeal to the Commissioner of Education for a review of such action. In addition, Education Law §306 allows the Commissioner of Education to remove a trustee, member of a board of education and certain other school officers for willful misconduct or neglect of duty.

Replaced Regulations: 5020.3R, 9110.2R

Adopted: 03/09/2017
### A Complaint Should be Filed Within 30 Days of the Event Which is the Subject.

#### Date Submitted:

#### Has this complaint or incident been previously reported?  
- Yes  
- No

#### Section #1

<table>
<thead>
<tr>
<th>Name of Complainant</th>
<th>Signature of Complainant</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Complainant’s Home Address</th>
<th>Complainant’s Phone Number</th>
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<tbody>
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</tr>
</tbody>
</table>

**Complainant’s Role in the School (Check all that Apply)**

- [ ] Student  
- [ ] District Employee  
- [ ] Parent or guardian  
- [ ] Community Member  
- [ ] Other ____________

#### Section #2

**The Discrimination or Harassment is Based on Your: (Check all that Apply)**

- [ ] Age  
- [ ] Arrest or Conviction Record  
- [ ] Color  
- [ ] Creed  
- [ ] Domestic Violence Victim Status  
- [ ] Ethnic Group  
- [ ] Gender Expression  
- [ ] Gender Identity  
- [ ] Genetic Information  
- [ ] Marital Status  
- [ ] Military Status  
- [ ] National Origin  
- [ ] Political Affiliation  
- [ ] Race  
- [ ] Religion  
- [ ] Religious Practice  
- [ ] Retaliation  
- [ ] Sex  
- [ ] Sexual Orientation  
- [ ] Veteran Status  
- [ ] Weight  
- [ ] Other ____________

#### Section #3

<table>
<thead>
<tr>
<th>Location of Incident</th>
<th>Date of Alleged Incident</th>
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<tbody>
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</table>

**Name of any person(s) committing the alleged discrimination/harassment (if known)**

**Witnesses or any others who should be contacted with knowledge pertinent to this investigation:**
Description of the complaint or incident (attach additional pages as necessary)

<table>
<thead>
<tr>
<th>Section #4</th>
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</thead>
<tbody>
<tr>
<td>Has this complaint or incident been previously reported?  □ Yes  □ No</td>
</tr>
<tr>
<td>Date Previously Reported:</td>
</tr>
<tr>
<td>Reported to:</td>
</tr>
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</table>

<table>
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<tr>
<th>Section #5</th>
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<tbody>
<tr>
<td>Remedy, outcome or resolution sought by the complainant:</td>
</tr>
</tbody>
</table>

Once completed, please forward this form to the
District Compliance Officer, Principal, or Dignity Act Coordinator

Replaced Exhibits:  5020.3-E, 9110.2-E

Adopted:  03/09/2017
The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing and bullying is detrimental to student learning and achievement, as well as the productivity and efficiency of the employees. It interferes with the mission of the district to educate its students and disrupts the operation of the schools. Such behavior affects not only the students or employees who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

For the purposes of this policy, the terms “harassment”, “hazing”, and “bullying” collectively shall refer to any intentional written, verbal, or electronic communication or physical act which intimidates or threatens others.

If the harassment is of a sexual nature, the District’s policy and regulation on Sexual Harassment provides additional information and clarification on the district’s responsibilities in this area.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims and persons with knowledge of harassment, hazing and bullying report such behavior immediately to a school district staff member, who will immediately report it to a supervisor/director or the building administrator. The district will promptly investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although disclosure may be necessary to complete a thorough investigation.

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

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

The Superintendent of Schools shall maintain and implement regulations for reporting, investigating and remedying allegations of harassment, hazing and bullying. These regulations are to be attached to this policy. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding harassment, hazing and bullying to implement preventative measures to help reduce incidents of harassment, hazing and bullying.

This policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.
Ref:
Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Law, 20 U.S.C §§1400 et seq.
Executive Law §290 et seq. (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a
  Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
  Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Adopted as Policy 5318: May 27, 2004

Renumbered, Amended, and Adopted: December 8, 2016
This regulation sets forth detailed guidelines for reporting, investigating and remedying allegations of harassment, hazing and bullying.

Definitions
For the purposes of this policy, the terms “harassment”, “hazing”, and “bullying” collectively shall refer to any intentional written, verbal, or electronic communication or physical act which intimidates or threatens others when such conduct or communication:

- interferes with a student's academic performance or participation in school-sponsored activities or an employee's work performance;
- creates an intimidating, hostile or offensive educational or work environment;
- results in physical or emotional harm to a student or employee;
- damages the property of a student or employee;
- places a student or employee in reasonable fear of physical harm or damage to his/her property; or
- the effect of substantially disrupting the orderly operation of the school.

“Bullying” is a form of harassment that consists of inappropriate behavior or behaviors perceived as including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others.

“Hazing” is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The fact that the victim may consent to the act does not excuse the behavior or lessen the offense.

Reporting Complaints
Any victim or person with knowledge of harassment, hazing, and/or bullying by a student, district employee or third party related to the school shall report the complaint to a school district staff member, who will immediately report it to a supervisor/director or the building administrator as soon as possible after the incident so that it may be effectively investigated and resolved.

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

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

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

1. the request may limit the district's ability to respond to his/her complaint;
2. district policy and applicable law prohibit retaliation against complainants and witnesses;
3. the district will not tolerate any retaliation against complainants and witnesses; and
4. the district will take strong responsive action if retaliation occurs.

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

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

Whenever a complaint of harassment, hazing, and/or bullying is received, whether verbal or written, it will be subject to a preliminary review and investigation. Except in the case of severe or criminal conduct, the supervisor/director or the building administrator should make all reasonable efforts to resolve complaints at the building level. The goal of building-level procedures is to end the harassment, hazing, and/or bullying and obtain a prompt resolution to a complaint.

As soon as possible but no later than three working days following receipt of a complaint, the supervisor/director or the building administrator should begin an investigation of the complaint by:

- Reviewing any written documentation provided by the victim(s).
- Conducting separate interviews of the victim(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notify him/her that if objectionable behavior has occurred, it must cease immediately and that the individual may be subject to discipline.

Parents of student victims and accused students should be notified within one school day of allegations that are serious or involve repeated conduct.
Where appropriate, informal methods may be used to resolve the complaint, including but not limited to:

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

Appropriate disciplinary action shall be recommended and imposed in accordance with district’s Code of Conduct, the applicable collective bargaining agreement or state and federal law.

The supervisor/director or the building administrator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. If the complaint involves a student, parents will receive the notification. The victim shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her.

If a complaint contains evidence or allegations of serious or extreme harassment, hazing, or bullying, the complaint shall be referred promptly to the Superintendent. In addition, where the supervisor/director or the building administrator has a reasonable suspicion that the alleged harassment, hazing or bullying incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and law enforcement authorities.

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

B. District-level Procedure

The Superintendent shall promptly investigate and resolve all harassment, hazing and bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation by a supervisor/director or the building administrator. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to an appropriate individual for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President.
In conducting the formal district level investigation, the district will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints.

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

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

Where incidents involve violations of civil rights, such as to issues of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability or predisposing genetic characteristics, and any other class protected by law, the victim and the alleged perpetrator have the right to be represented by a person of their choice, at their own expense, during investigations and hearings. In addition, victims have the right to register complaints with the U.S. Department of Education’s Office for Civil Rights.

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

**Retaliation Prohibited**

Any act of retaliation against a person that files a complaint of harassment, hazing, or bullying is prohibited and potentially illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a harassment, hazing, or bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.
Discipline/Penalties
Any individual who violates this policy by engaging in prohibited harassment, hazing, or bullying will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

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

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

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

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

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

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

All employees shall receive information about this policy and regulation at least once a year. Administrative employees who have specific responsibilities for investigating and resolving complaints of harassment, hazing and bullying shall receive yearly training on this policy, regulation and related legal developments.

The principal shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and the impact of harassment, hazing, and bullying on the victim and the bystander.

Adopted as Policy 5318: May 27, 2004
Renumbered, Amended, and Adopted: December 8, 2016
The Board of Education recognizes the public concern over the health issues surrounding Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). The Board of Education recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting. The Board of Education further recognizes the privacy rights of students diagnosed with HIV infection or AIDS and their right to a free appropriate public education; the rights of HIV infected employees to privacy and reasonable accommodations; the rights of all non-infected individuals to a safe environment free of any significant risks to their health; and the rights of all students to instruction regarding the nature, transmission, prevention, and treatment of HIV infection, pursuant to the Commissioner’s Regulation, Part 135.3. No individual shall be denied access to any program or activity sponsored by or conducted on the grounds of the district, solely on the basis of his/her status as an HIV-infected individual.

**Students**

It is the policy of the Board of Education that:

1. A student’s education shall not be interrupted or curtailed solely on the basis of his/her HIV status. HIV-infected students shall be afforded the same rights, privileges, and services available to every other student.

2. No student shall be referred to the Committee on Special Education solely on the basis of his/her HIV status. A student who is infected with HIV shall be referred to the Committee on Special Education (CSE) only when the student’s disability interferes with his/her ability to benefit from instruction. Such referral shall be made in accordance with Part 200 of Commissioner’s Regulations.

3. If a student who is HIV-infected requires special accommodations to enable him/her to continue to attend school, the student shall be referred to the appropriate multi-disciplinary team as required by §504 of the Rehabilitation Act.

4. No disclosure of HIV-related information involving a student shall be made without first obtaining the informed consent of the parent, guardian or student on the Department of Health (DOH) approved form.
Employees

It is the policy of the Board of Education that:

1. No employees shall be prevented from continuing in his/her employment solely on the basis of his/her HIV status; such employees are entitled to all rights, privileges, and services accorded to other employees and shall be entitled to reasonable accommodations to the extent that such accommodations enable such individuals to perform their duties.

2. No disciplinary action or other adverse action shall be taken against any employee solely on the basis of his/her status as an HIV infected or a person with AIDS. Such action will only be taken where, even with the provision of reasonable accommodations, the individual is unable to perform his/her duties.

3. All employees shall have access to the district’s exposure control plan as required by the federal Office of Safety and Health Association (OSHA).

4. In accordance with OSHA regulations, training in universal precautions and infection control shall be offered to all employees and shall be provided to every employee with potential occupational exposure.

Confidentiality

Any information obtained regarding the HIV status of an individual connected to the school shall not be released to third parties, except to those persons who are:

1. named on an Authorization for Release of Confidential HIV Related Information form;

2. named in a special HIV court order; or

3. as indicated in Public Health Law §2782, when necessary to provide health care to the individual (i.e., to the school physician and the school nurse).

Any employee who breaches the confidentiality of a person who is HIV infected shall be subject to disciplinary action in accordance with applicable law and/or collective bargaining agreement.

To protect the confidentiality of an HIV infected individual, any documents identifying the HIV status of such individuals shall be maintained by the school nurse (or another authorized individual) in a secure file, separate from the individual’s regular file. Access to such file shall be granted only to those persons named on the Department of Health approved Authorization for Release of Confidential HIV Related Information form, or through a special HIV court order. When information is disclosed, a statement prohibiting further re-disclosure, except when in compliance with the law, must accompany the disclosure.

Ref:

29 USC §§794 et seq. (Rehabilitation Act of 1973)
20 USC §§1400 et seq. (Individuals with Disabilities Education Act) 42 U.S.C. §12132, et seq. (Americans with Disabilities Act)
34 CFR Part 104
29 CFR Part 1910.1030
Executive Law §296 (Human Rights Law) Education Law §§903; 913
Public Health Law, Article 27-F; §2782
8 NYCRR §§29.1(g); 135.3; 136.3

Adopted as Policy #5191: January 8, 1990
Revised: March 11, 1998
Renumbered to Policy #0150 and Revised: October 11, 2018
The Board of Education recognizes that student growth, district progress, and community satisfaction are all affected by the performance of the Superintendent of Schools. The Superintendent cannot function effectively without periodic feedback about his/her performance. Therefore the Board recognizes its responsibilities to evaluate the Superintendent.

During each year of the Superintendent’s appointment, the Board and the Superintendent will meet to discuss a plan of performance review and accountability for that school year. The evaluation shall be based upon performance criteria and goals mutually agreed upon by the Board and the Superintendent. Such evaluation shall occur at least annually, pursuant to the regulations of the Commissioner of Education, and will be discussed only during an executive session. The evaluation process is intended to provide the highest quality leadership for the school system.

Ref:
8 NYCRR §100.2(o)(2)

Adopted: July 14, 1980
Amended: September 3, 1992
Amended: January 11, 2018
The principles of evaluation outlined in this policy shall be applied to all members of the district’s staff be they associated with instruction or services.

Principles and criteria for evaluation of staff should be drawn from and reflect the district’s educational philosophy and mission which insures the continuing existence of a secure and healthful learning environment for all students.

The purposes of staff evaluations are:

1. to provide an objective basis for improving and upgrading individual performance;
2. to ensure that employees meet performance standards.

The evaluation process should produce an outcome which is positive, emphasizes excellence, and promotes the continued learning and development of staff. Performance evaluations will be based on job descriptions which reflect the responsibilities of each position. Performance should be measured by clearly stated and commonly understood criteria.

Each staff member will be formally evaluated at least once each year by the administrative or supervisory staff assigned that responsibility.

The development of procedures and guidelines for evaluations shall be the responsibility of the Superintendent.

Where applicable, the procedures and guidelines for evaluations shall be consistent with Education Law, Commissioner’s Regulations and the collective bargaining agreements in effect between the district and the appropriate bargaining unit.

Ref:
Education Law 3012(c)
Education Law §3031
8 NYCRR §100.2(o)(1)

Adopted: September 30, 1992
Revised: January 11, 2018
The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential. The Superintendent of Schools shall develop standards and procedures for the evaluation of instructional programs.

The purposes of evaluating the instructional programs are to:

1. indicate instructional strengths and weaknesses;
2. provide information needed for advance planning;
3. provide data for public information;
4. show the relationship between achievement and the school system's stated goals; and
5. review the suitability of the instructional program in terms of community values and priorities.

The Board shall receive regular reports of the results of instructional program evaluations.

Ref:

8 NYCRR §100.2(m)

Adopted: August 14, 1989
Revised: January 11, 2018
COMMUNITY RELATIONS

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The district shall hold an annual meeting and budget vote at which the district’s authorized voters will elect members of the Board of Education and will vote on the district budget for the coming school year. The annual district meeting and budget vote will be held on the third Tuesday in May, unless this date conflicts with religious observances on that day, in which case the vote will be held on the second Tuesday in May.

The District Clerk shall publish a notice of the time and place of the budget vote at least four times within the seven weeks prior to the meeting, in two newspapers having general circulation within the district. The first publication of the notice shall be at least 45 days prior to the meeting. The notice shall also contain notice of any other matter required by law.

Copies of the budget to be voted upon at the annual vote will be available in each district school building for district residents upon request at the time of the vote and 14 days (other than Saturday, Sunday and holidays) prior to the meeting. Additionally, the announcement and introduction of candidates for the Board will be made as well as the presentation and explanation of any special propositions contained in the notice of the annual meeting.

Voting

Voting machines will be used for all elections, budget votes, and votes on special propositions. However, if voting machines are not available, paper ballots will be used.

The Board of Education shall appoint assistant clerks and election inspectors necessary for the annual meeting and election at a Board meeting held before the annual meeting and election.

Propositions

The Board has the authority, under the Education Law, to adopt reasonable rules and regulations concerning the submission of petitions to the Board to place propositions on the ballot which may amend the budget. Pursuant to those provisions, the Board establishes the following guidelines:

1. Unless otherwise provided by the Education Law, petitions for the submission of a proposition must contain a minimum of five percent of the eligible voters who voted in the previous annual election of the members of the Board of Education OR 25 signatures of qualified voters of the District, whichever is greater.

2. Petitions must be filed with the District Clerk at least 60 days prior to the annual meeting, except for petitions relating to a proposition which must be included in the notice of the annual meeting (e.g., changing the number of board members). Such petitions must be submitted 60 days in advance of the annual meeting to facilitate the preparation and printing of the ballots.

3. Propositions must include the specific appropriations necessary for the purposes listed.

4. Wording of a petition must comply with legal requirements. If the wording does not comply, it may be changed or altered by the Board, or the Board may reject a petition for failure to comply.
Propositions received in accordance with these specifications will be placed on the ballot as amendments and will be voted upon by the voters in the same manner as the proposed budget, except that the Board shall not be required to place any proposition on the ballot which is within the exclusive province of the Board, or otherwise forbidden by law. No proposition involving the budget may be submitted to the voters more than twice in a twelve month period.

The Board may also, on its own motion, submit propositions.

Ref:
Education Law §§416(3); 2002; 2009; 2502(9); 2602(1); 2021;2022(1), (4)-(5); 2035(2); 2601-a(2)
General Construction Law §60
Matter of Hebel, 34 EDR 319 (1994)
Matter of Martin, 32 EDR 567 (1993)
Matter of Como, 30 EDR 214 (1990)

Approved August 12, 1992
Amended January 28, 1998
Amended October 27, 2016
It is the policy of the Board of Education to inform members of the public about the administration and operation of the public schools in accordance with the Freedom of Information Law of the State of New York.

The Superintendent of Schools shall develop regulations ensuring compliance with the Freedom of Information Law and setting forth the procedures to be followed to obtain access to district records, and submit such regulations to the Board for approval. The Superintendent shall designate, with Board approval, a Records Access and Records Management Officer, pursuant to law.

**Retention and Destruction of Records**

The Board hereby adopts the Retention and Disposition Schedule for New York Local Government Records – LGS-1 issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, which contains the legal minimum retention periods for district records. In accordance with Article 57-A, the district will dispose of only those records described in the schedule after they have met the minimum retention periods set forth in the schedule. The district will dispose of only those records that do not have sufficient administrative, fiscal, legal or historical value to merit retention beyond the established legal minimum periods.

The Superintendent will establish procedures in the event that the school district is served with legal papers. The Superintendent will communicate with applicable parties, including the school attorney and the records management official, to ensure that, when appropriate, a litigation-hold is properly implemented. The litigation-hold is intended to prevent the destruction or disposal of records that may need to be produced as part of discovery. It is the intention of the Board of Education to comply with applicable rules and regulations regarding the production of necessary documents, data, files, etc. The Board directs the Superintendent to institute such procedures to implement this policy.

**Ref:**

Public Officers Law §84 et seq. (Freedom of Information Law)
Education Law §2116
Arts and Cultural Affairs Law §57.11
Local Government Records Law, Article 57-A
Federal Rules of Civil Procedure, 16, 26
8 NYCRR Part 185 (Appendix I)

Adopted November 15, 1989 [Original Name: Public’s Right to Know]
Renamed, Revised, and Adopted October 27, 2016
Revised: December 10, 2020
The following comprises the rules and regulations relating to the inspection and copying of School District records:

I. Designation of Personnel

The Board of Education shall designate the Records Access Officer and Records Management Officer and alternates. The Records Access Officer is responsible for insuring appropriate agency response to public requests for access to records. The Record Access Officer shall assure that personnel:

1. Maintain a current list by subject matter of all records in possession of the District, whether or not available for public inspection and copying;
2. Assist the requester in identifying requested records, if necessary;
3. Upon locating the records, take one of the following actions in accordance with VII(3) hereof:
   a. Make records promptly available for inspection; or,
   b. Deny access to the records in whole or in part and explain in writing the reason(s) therefore.
4. Upon requests for copies of records:
   a. Make copy available upon payment or offer to pay established fees, if any, in accordance with VI hereof; or
   b. Permit the requester to copy those records.
5. Upon request, certify that a transcript is a true copy of records copied.
6. Upon failure to locate records, certify that:
   a. The School District is not the legal custodian for such records, or
   b. The records of which the School District is the legal custodian, after diligent search, cannot be found.

The Records Management Officer will develop and oversee a program for the orderly and efficient management of District records.

The Fiscal Officer shall be the School Business Manager. The Fiscal Officer shall respond to requests, in accordance with VII hereof, for an itemized record setting forth the name, address, title and salary of every officer or employee of the School District. The Fiscal Officer shall make the payroll items listed above available to any person including bona fide members of the news media, as required by the Freedom of Information Act.
II. Listing of Records

1. A record is defined as any information kept, held, filed, produced or reproduced by, with or for the Board in any physical form whatsoever, including but not limited to reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, microfilms, computer tapes or disks, rules, regulations or codes.

2. No record for which there is a pending request for access may be destroyed. However, nothing in these regulations shall require the Board to prepare any record not possessed or maintained by it.

III. Access to Records

Time and place records may be inspected: Requests to inspect or secure copies of School District records may be made at the Office of the Records Access Officer, on any day that school is in session between the hours of 9:00 A.M. and 12:00 Noon and the hours of 1:00 P.M. and 3:00 P.M.

IV. Records Exempt from Public Access

The provisions of this regulation relating to information available for public inspection and copying shall not apply to records that:

1. are specifically exempted from disclosure by state and/or federal statute;
2. if disclosed would constitute an unwarranted invasion of personal privacy;
3. if disclosed would impair present or imminent contract awards or collective bargaining negotiations;
4. are confidentially disclosed to the Board and compiled and maintained for the regulation of commercial enterprise, including trade secrets, or for the grant or review of a license;
5. are compiled for law enforcement purposes and which, if disclosed, would:
   a. interfere with law enforcement investigations or judicial proceedings;
   b. deprive a person of a right to a fair trial or impartial adjudication;
   c. identify a confidential source or disclose confidential techniques or procedures, except routine techniques or procedures;
   d. reveal criminal investigative techniques or procedures, except routine techniques and procedures;
6. if disclosed would endanger the life or safety of any person;
7. are interagency or intra-agency communications, except to the extent that such materials consist of:
   a. statistical or factual tabulations or data;
   b. instructions to staff which affect the public;
   c. final Board policy determinations; or
   d. external audits, including but not limited to audits performed by the comptroller and the federal government;
8. are examination questions or answers that are requested prior to the final administration of such questions;
9. are computer access codes.
V. Prevention of Unwarranted Invasion of Privacy

The Records Access and Fiscal Officers may delete identifying details when making records available, in order to prevent an unwarranted invasion of personal privacy. An unwarranted invasion of personal privacy includes, but shall not be limited to:

1. Disclosure of such personal matters as may have been reported in confidence to the District which are not relevant or essential to the ordinary work of the District;
2. Disclosure of employment, medical or credit histories or personal references of applicants for employment, except such records may be disclosed when the applicant has provided a written release permitting such disclosure;
3. Disclosure of items involving the medical or personal records of a client or patient in a hospital or medical facility;
4. The sale or release of lists of names and addresses in the possession of the District if such list would be used for private, commercial or fund-raising purposes;
5. Disclosure of items of a personal nature when disclosure would result in economic or personal hardship to the subject party and such records are not relevant or essential to the ordinary work of the District.

Unless otherwise deniable, disclosure shall not be construed to constitute an unwarranted invasion of privacy when identifying details are deleted, when the person to whom records pertain consents in writing to disclosure, or when upon representing reasonable proof of identity, a person seeks access to records pertaining to him or her.

VI. Fees

1. The fee for copying records shall be 25 cents per page for photocopies not exceeding 9” by 14”, or the actual cost of reproducing any other record in accordance with the provisions of paragraph 3 herein, except when a different fee is otherwise set by law.
2. If photocopying equipment is unavailable or inoperative, a transcript of the requested records shall be made upon request. Such transcripts may either be typed or handwritten. In such cases, the requester may be charged for the clerical time involved in making the transcript.
3. In determining the actual cost of reproducing a record, the District may include only:
   a. an amount equal to the hourly salary attributed to the lowest paid agency employee who has the necessary skill required to prepare a copy of the requested record;
   b. the actual cost of the storage devices or media provided to the person making the request in complying with such request;
   c. the actual cost to the District of engaging an outside professional service to prepare a copy of a record, but only when the District’s information technology equipment is inadequate to prepare a copy, if such service is used to prepare the copy; and
   d. preparing a copy shall not include search time or administrative costs, and no fee shall be charged unless at least two hours of District employee time is needed to prepare a copy of the record requested. A person requesting a record shall be informed of the estimated cost of preparing a copy of the record if more than two hours of a District employee’s time is needed, or if an outside professional service would be retained to prepare a copy of the record.
4. No fee shall be charged for the following:
   a. inspection of records;
   b. search for records; and
   c. any certification pursuant to these regulations.
The following procedures shall be followed in connection with a request to inspect or secure copies of School District records:

1. Requests to inspect or secure copies of records shall be in writing and shall be on a form provided by the District, which shall be available in the offices of the Records Access Officer and Fiscal Officer.

2. A request for access to records should be sufficiently detailed to identify the records. Where possible, the requester should supply information regarding dates, titles, file designations or other information which may help identify the records. However, a request for any or all records falling within a specific category conforms to the standard that records be identifiable.

3. The Records Access Officer will determine and respond to the request no more than five (5) business days after receipt of the request. If the request cannot be fulfilled within five (5) business days, the Records Access Officer shall acknowledge receipt of the request, state the reason for delay and estimate the date when a reply will be made.

4. If the records are determined to be available, the Records Access Officer will direct the requester to the place where the requested records may be inspected and will arrange for the preparation and certification of copies upon tender of the required fee, if any.

5. If the records are determined not to be available, the Records Access Officer will note the reason for unavailability and return one copy of the form to the requester. The requester shall be advised of his/her right to appeal said denial.

6. No record may be removed from such location without the permission of the appropriate District Officer. Records may be inspected only at the Office of the Records Access Officer or the Fiscal Officer or at such other place as may be designated by them. A member of the District staff must be present throughout the inspection and copying of such records.

7. If requested records are not provided promptly, as required in VII(3) of these regulations, such failure shall be deemed a denial of access.

VIII. Appeals

1. The Superintendent of Schools, or his/her designee, shall hear appeals for denial of access to records under the Freedom of Information Act.

2. An applicant denied access to a public record may, within 30 days after the denial, file an appeal by delivering a written appeal to the Superintendent of Schools identifying:
   a. the date of the appeal;
   b. the date and location of the requests for records;
   c. the records to which the requester was denied access;
   d. whether the denial of access was in writing or was by failure to provide records promptly as required by VII(7); and
   e. the name and return address of the requester.

3. The Superintendent of Schools shall inform the requester and the New York State Committee on Open Government of his/her decision in writing within seven (7) business days of receipt of an appeal. The District Clerk shall transmit to the Committee on Open Government photocopies of all appeals and determinations.

4. An individual whose final appeal is denied may initiate a court review of this determination, as provided for in Article 78 of the Civil Practice Law and Rules.
IX. Public Notice

Notice containing the job title or name and business address of the Records Access Officer and Fiscal Officer; the name, job title, business address and telephone number of the appeal person or persons; and the location where records can be seen or copies made available, shall be posted in a conspicuous location wherever records are kept.

X. Severability

If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or their application to other persons or circumstances.

Adopted: May 10, 1982
Amended: November 28, 1990
Revised and Adopted: October 27, 2016
RECORDS GENERALLY AVAILABLE FOR PUBLIC ACCESS SUBJECT TO THEIR STATUS UNDER N.Y.S. FOIL:


2. Approved minutes of meetings of the Board of Education.

3. Election records:
   A. Petitions of candidates for board of education seats.
   B. Voting machine rolls and tabulations (rolls available for 12 hours after polls close).
   C. Register of voters.


5. Financial Records:
   A. Annual budget of the school system.
   B. State and federal aid claims and claim approvals.
   C. Applications and awards of fund grants from state and federal public agencies and private foundations.
   D. School tax rolls.
   E. Annual salaries of employees.
   F. Bid tabulations, bid awards, and bid specifications.
   G. Purchase orders and warrants.
   H. Reports of the treasurer of the school district.
   I. Reports of internal auditor, certified public accountant, and state auditors.
   J. Contracts for capital construction and improvement.
   K. Service contracts.
   L. Insurance policies.
   M. Records of legal actions and judgments.
   N. Leases of facilities or equipment and lease agreements.

6. Employee Records:
   A. Negotiated contracts with employee units.
   B. Roster of employees of the school district.
   C. Staff deployment charts.
7. Instructional Program and Curriculum Records:

A. NYS syllabi or state-prescribed courses of study.
B. Milford Central Schools courses of study.
C. Tabulation of required curricula for students.
D. Commissioner’s Regulations and instructional directives and communications from NYSED.
E. Reports and recommendations to the superintendent or board of education from staff or citizen study committees.
F. Regulations and directives of the U.S. Office of Education or other federal agencies pertaining to schools.
G. Reports of evaluations by state agencies or private consultants of Milford Central School’s instructional programs or pupil services.
H. Tabulations and analysis of pupil testing.
I. Approved textbooks and library books in use.

8. School Facilities Records:

A. Records of public use of buildings and charges (current and previous school year only).
B. Fire inspection reports.
C. Health department inspection reports.

9. Pupil Records:

A. Census of school age and pre-school children.
B. District’s attendance report.

RECORDS GENERALLY NOT AVAILABLE FOR PUBLIC ACCESS SUBJECT TO THEIR STATUS UNDER NYS FOIL:

1. Employee Records:

A. Evaluations of an employee by administrators or supervisors.
B. Medical records of employees.
C. References from colleges or previous employers.
D. Negotiations materials other than negotiated contracts signed by the parties.
E. Employee grievance records or other disciplinary records or records of proceedings.
F. Other miscellaneous materials disclosure of which would result in an unwarranted invasion of personal privacy.

2. Pupil Records (Subject to the provisions of F.E.R.P.A., FOIL, and Policy 5500):

3. School Facilities Records:

A. Blueprints, detailed drawings, site plans of schools (for security reasons).

Adopted: October 27, 2016
TO: RECORD ACCESS OFFICER: ________________________________
Milford Central School District

I hereby apply to

☐ inspect only
☐ inspect and request reproduction

of the following record(s) at a cost of 25 cents per page:

Signature: ____________________________ Date: ____________

I hereby acknowledge receipt of the reproduction of records:

Signature: ____________________________ Date: ____________

________________________________________________________________________

FOR OFFICE USE ONLY

☐ Approved

Denied (for the reasons checked below)

☐ Confidential Disclosure
☐ Part of investigatory files
☐ Unwarranted invasion of personal privacy
☐ Record of which this agency is legal custodian cannot be found
☐ Record is not maintained by this agency
☐ Exempted by statute other then the Freedom of Information Act
☐ Other (specify) __________________________________________________________

Signature/Title: ____________________________ Date: ____________

Notice: You have a right to appeal a denial of this application to the Superintendent of Schools who must fully explain his/her reasons for such denial in writing within ten days of an appeal.

I hereby appeal: ____________________________ Date: ____________

Adopted: October 27, 2016
The Board of Education encourages the participation of all media forms in promoting the cause of good education within the district and elsewhere. The Board is open to suggestions and advice from representatives of the media as to how best to facilitate the flow of information to them from the Board and others within the school system.

The Board President is designated as the spokesperson for the Board when the Board is making a statement on an issue.

The Superintendent of Schools is designated as the spokesperson for the district.

- In the event of a crisis resulting in death, injury, or missing students and/or staff, the names of the aforementioned will not be released until the appropriate notification of next of kin.
- No names of instigators and/or alleged perpetrators of vandalism, demonstration, arson, violent behavior, and any other situation deemed by the Superintendent to be comparable to the aforementioned events, will be released to the media.

The Superintendent of Schools shall establish all necessary procedures to govern day-to-day interactions between the schools and the news media.

Ref:
Arts and Cultural Affairs Law §61.09

Adopted: January 11, 2018
RELEASE OF NAMES TO PUBLIC

It is the policy of the Milford Central School District's Board of Education that, in the event of a crisis resulting in death, injury, or missing students and/or staff, the names of the aforementioned will not be released until the appropriate notification of next of kin.

It is also the policy of the Milford Central School District's Board of Education that no names of instigators and or alleged perpetrators of vandalism, demonstration, arson, violent behavior, and any other situation deemed by the Superintendent to be comparable to the aforementioned events, will be released to the media.

1st Reading: January 29, 1991
Adopted: February 13, 1991
The Board of Education recognizes the right of community members to register individual or group concerns regarding policies, instruction, district programs, materials, operations, and/or staff members.

The Board believes that concerns and grievances are best handled and resolved as close to their origin as possible and that the staff should be given every opportunity to resolve problems prior to Board involvement. The Superintendent will be responsible for developing regulations that identify the chain of command for public concerns and grievances. In most instances the Board will not act on concerns or grievances that have not followed the chain of command.

All matters referred to the Board must be in writing. Concerns registered directly to the Board as a whole or to an individual Board Member shall be referred as soon as is reasonably possible to the Superintendent for investigation, report, and/or resolution. Board Members will refrain from expressing any judgment until such matter is submitted to the entire Board for action or resolution.

An individual or group who wishes to address the Board must notify the Superintendent in writing at least five days before the Board is scheduled to meet. The letter must include the item to be discussed.

Individual Board members who receive concerns or grievances from district residents should:

1. Answer the question if they definitely know the answer.
2. Advise the Superintendent of the conversation if the Board member believes the question has policy implications.
3. Advise the person or person involved to take their questions or suggestion to the appropriate staff member if the answer is not definitely known.
4. Contact the Superintendent for the answer if the Board member believes the concern or grievance has merit but the person or person involved are reluctant to go to the source.

Ref:

Education Law Sections 3012; 3020-a

Civil Service Law Section 75

8 NYCRR part 84

Originally numbered Policy #1420: “Grievance Procedures”: December 14, 1981
Renumbered to Policy #1400 and Revised: January 11, 2018
Sometimes it’s not clear who best to speak with about resolving a problem or answering a question. But by following this chain of command, parents, students and residents can get their questions and concerns addressed quickly and efficiently. The main district telephone number is (607) 286-7721.

<table>
<thead>
<tr>
<th>Topic/Area</th>
<th>1st Contact</th>
<th>2nd Contact</th>
<th>3rd Contact</th>
<th>4th Contact</th>
<th>5th Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>Teacher</td>
<td>School Counselor</td>
<td>Principal</td>
<td>Superintendent</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Athletics</td>
<td>Coach</td>
<td>Athletic Director</td>
<td>Principal</td>
<td>Superintendent</td>
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</tr>
<tr>
<td>Behavior</td>
<td>Staff Member</td>
<td>Principal</td>
<td>Superintendent</td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>Board Members</td>
<td>President of Board</td>
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<tr>
<td>Board Policies</td>
<td>District Clerk</td>
<td>Superintendent</td>
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<td>Board of Education</td>
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<tr>
<td>Budget</td>
<td>Business Manager</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td>Board of Education</td>
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<tr>
<td>Building Use</td>
<td>Director of Buildings &amp;</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>Calendar</td>
<td>Principal</td>
<td>Superintendent</td>
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<tr>
<td>Classroom Procedures</td>
<td>Teacher</td>
<td>Principal</td>
<td>Superintendent</td>
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<td>Superintendent</td>
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<tr>
<td>Extracurricular</td>
<td>Advisor</td>
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<td>Superintendent</td>
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<tr>
<td>Facilities</td>
<td>Director of Buildings &amp;</td>
<td>Superintendent</td>
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<td></td>
<td>Board of Education</td>
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<tr>
<td>Maintenance</td>
<td>Grounds</td>
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<tr>
<td>Health Services</td>
<td>School Nurse</td>
<td>Principal</td>
<td>Superintendent</td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>Lunch Program</td>
<td>Food Manager</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td>Board of Education</td>
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<tr>
<td>Personnel Matters</td>
<td>Principal/Supervisor</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>Scheduling</td>
<td>School Counselor</td>
<td>Principal</td>
<td>Superintendent</td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>Special Education</td>
<td>Teacher</td>
<td>Principal</td>
<td>CSE Chairperson</td>
<td>Superintendent</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Tax Bills</td>
<td>Tax Collector</td>
<td>Business Manager</td>
<td>Superintendent</td>
<td></td>
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</tr>
<tr>
<td>Transportation</td>
<td>Bus Driver</td>
<td>Principal</td>
<td>Superintendent</td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>(behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Transportation Director</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td>Board of Education</td>
</tr>
<tr>
<td>(Stops, Runs, etc)</td>
<td></td>
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</tbody>
</table>

Adopted: January 11, 2018
MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 1420
COMPLAINTS ABOUT CURRICULA OR INSTRUCTIONAL MATERIALS

The Board of Education recognizes its responsibility for the purchase of instructional materials. The Board encourages district teachers and administrators to select books and other materials in accordance with sound educational principles and practices and to use them effectively in the classrooms. However, the Board also recognizes the right of community members to voice concerns and/or complaints regarding the implementation of a particular curriculum and/or instructional material.

All complaints concerning textbooks, library books and other instructional materials, shall be submitted to the building principal. The Superintendent of Schools shall create regulations establishing a complaint procedure which shall include:

1. An opportunity for an informal conference between the teacher and the aggrieved party.
2. If the informal conference does not resolve the issue, the complainant will file with the building principal his/her protest in writing by completing the Request for Reconsideration of Curricula or Instructional Materials.
3. Upon receipt of the completed form, the principal will convene a Review Committee.
4. The Committee shall consist of: a teacher not directly involved; the librarian; the principal; and two parents of students at the same grade level (elementary, middle, or high school).
5. The parties shall be present at the initial meeting of the Committee to present their cases to the Committee.
6. The Committee shall consider the evidence, make a determination and inform the parties of their decision.
7. If either party is not satisfied with the decision, an appeal may be made to the Superintendent of Schools.
8. If either party is not satisfied with the Superintendent’s decision, the matter may be appealed to the Board of Education.
9. The decision of the Board shall be final.

Throughout the review process, the material(s) under consideration will continue to be available.

Ref:
Education Law §§1709 (15); 1711(5) (f)

Adopted: October 26, 1988
Revised: January 11, 2018
MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT# 1420-E1
REQUEST FOR RECONSIDERATION OF CURRICULA OR INSTRUCTIONAL MATERIALS

<table>
<thead>
<tr>
<th>INFORMATION REGARDING PERSON MAKING REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>Zip Code</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
<tr>
<td>Date Submitted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIAL REQUESTING TO BE RECONSIDERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type (Book, handout, etc)</td>
</tr>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher (If Known)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what in the material do you specifically object? (Cite specific language)</td>
</tr>
<tr>
<td>What do you feel is/are the adverse effect(s) of using this material?</td>
</tr>
<tr>
<td>Did you read/review all of the book or material? If not, what parts did you review?</td>
</tr>
<tr>
<td>What would like the school do about this material?</td>
</tr>
<tr>
<td>□ Do not assign to my child</td>
</tr>
<tr>
<td>□ Withdraw from all students</td>
</tr>
<tr>
<td>□ Re-evaluate for appropriate age/grade level</td>
</tr>
<tr>
<td>□ Other:</td>
</tr>
<tr>
<td>If regarding a book, what book of equal literary quality would you recommend?</td>
</tr>
</tbody>
</table>

Adopted: October 26, 1988
Revised: January 11, 2018
While the district’s school buildings and grounds are maintained primarily for the purpose of educating students within the district, the Board of Education recognizes that the buildings and grounds are a valuable community resource and believes that this resource should be available to the community for specific uses that will not interfere with educational activities. This policy is intended to identify the uses that community groups may make of those facilities.

**Permitted Uses**

District facilities may be used for the purposes listed below, subject to the conditions and restrictions set forth in this policy.

1. Instruction in any branch of education, learning or the arts.
2. Public library purposes, subject to provisions of the Education Law, or as stations of public libraries.
3. Social, civic (including but not limited to meetings of parent associations and parent-teacher associations) and recreational meetings and entertainments, or other uses pertaining to the welfare of the community, so long as such uses are non-exclusive and open to the general public.
4. Meetings, entertainment and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose.
5. Polling places for holding primaries and elections, and for the registration of voters.
6. Civic forums and community centers.
7. Recreation, physical training and athletics, including competitive athletic contests of children attending a private, nonprofit school.
8. Licensed school-based health, dental or mental health clinics as defined in Education Law §414, operated by an entity other than the school district.
9. Graduation exercises held by not-for-profit elementary and secondary schools, provided that no religious service is performed.

Additionally, as a condition of receiving state funding, the district permits access to military recruiters to school buildings, grounds and facilities to the same extent it provides access to those who inform students of educational, occupational or career opportunities.
Prohibited Uses

Any use not permitted by this policy is prohibited. In addition, the following uses are specifically prohibited.

1. Meetings sponsored by political organizations.

2. Meetings, entertainments and occasions that are under the exclusive control of and the proceeds are to be applied for the benefit of a society, association or organization of a religious sect or denomination or of a fraternal, secret or exclusive society or organization, other than veterans’ organizations or volunteer fire fighters or volunteer ambulance workers.

Conditions of Use for District Facilities

1. Use of district facilities may be permitted unless such facilities are in use for school purposes or during educational programs. The district reserves exclusive and non-reviewable judgment to determine if a requested use would interfere with or disturb the district’s educational programs.

2. To ensure that district facilities are preserved for the benefit of the greater district community, community-based groups and organizations (that is, groups which are located within the geographic area covered by the district) will be given preference.

3. Use of district facilities will be free of charge unless such use constitutes an added expense to the District. Established fees for the use of facilities or school grounds will be determined by the Superintendent of Schools and approved by the Board of Education. The district retains the right to condition use upon an applicant depositing with the district a sum equaling the estimated costs and fees associated with the proposed use 10 days in advance of the requested use. The district retains the further right to waive user fees for groups that are associated with or sponsored by the district.

4. Where, in the judgment of the district, the requested use of district facilities requires special equipment or supervision, the district reserves the right to deny such use, or in the alternative, to condition such use upon the applicant’s payment of additional fees. Only authorized personnel shall operate district equipment.

5. Use of district facilities will only be permitted where the organization provides the district timely evidence of general liability insurance coverage ($1,000,000 per occurrence/$2,000,000 aggregate) naming the District as an additional insured on the insurance certificate. The district will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.
6. The Board reserves the discretion to deny use of district facilities described above, or to terminate use of district facilities:

   a. By an applicant who has previously misused or abused district facilities or property or who has violated this policy;

   b. For any use which could have the effect of violating the Establishment Clause of the United States Constitution or other provisions of the United States or New York State Constitutions;

   c. For any use which, in the estimation of the Board, could reasonably be expected to or actually does give rise to a riot or public disturbance;

   d. For any use which the Board deems inconsistent with this policy;

   e. For any use by a private for-profit entity that has the direct or indirect effect of promoting the products or services of such entity;

   f. In any instance where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed;

   g. For any use prohibited by law.

**Application Procedure for Use of District Facilities**

1. All applications for use of school facilities shall be made in writing and submitted to the Director of Buildings & Grounds at least seven (7) days prior to the date of the requested use. A use permit application is available in the district office and on the district’s website.

2. The applicant must clearly and completely describe the intended use of the district facility in the application.

3. All applicants must review this policy prior to submitting the application. All applications must be signed by an authorized agent of the group or organization requesting use. The applicant’s signature on the application shall attest to the group or organization’s intent to comply with all Board policies and regulations and to use district facilities strictly in accordance with the use described in the application.

4. All applicants must agree to assume responsibility for all damages resulting from its use of district facilities. Proof of adequate insurance must be provided by the applicant at least 10 days before the date of the requested use.

5. Permits shall be valid only for the facility, use, dates and time specified in the permit. No adjustment to the permit is allowed except with the prior written approval of the Superintendent. Permits shall not be transferable.

6. The Superintendent is authorized to alter or cancel any permit if it becomes necessary to use the facility for school purposes or for other justifiable reason.

7. With regard to scheduling activities, the district retains the right to give preference to groups and organizations which are associated with or sponsored by the district.

8. Issuance of a permit shall not limit the right of access to the facility by district staff.

Ref:

Education Law §§2-a; 414

Adopted: September 3, 2001
Revised: November 16, 2017
## ORGANIZATION INFORMATION

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Phone # ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Submitting Request</td>
<td>Phone # ( )</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Certificate of Insurance</td>
<td>Evidence of commercial general liability insurance is required ($1,000,000 per occurrence/$2,000,000 aggregate.)</td>
</tr>
<tr>
<td>☐ Attached</td>
<td>☐ On File</td>
</tr>
</tbody>
</table>

## EVENT INFORMATION

| Title of Event | |
| Date(s) | |
| Times | |  |
| Hours Facility Needed |  |
| Actual Event Times |  |
| Purpose of Event |  |
| Facilities Requested (be specific) | ☐ Athletic Fields | ☐ Other: |
| ☐ Auditorium (PAC) | |
| ☐ Cafeteria | |
| ☐ Gym | |
| ☐ Kitchen | |
| Equipment/Furniture Needed (be specific) | ☐ None |  |
| If applicable, please attach a drawing of how you would like the room set up – i.e. chairs, and tables etc |  |
| School Personnel Needed | Please list or select “None” |
| ☐ None |  |
| # of People Expected |  |
| Posting | ☐ Yes, post on website | ☐ No, do not post on website |

( ) REQUIRED (X) LOCAL ( ) NOTICE
AGREEMENT

The undersigned is over 21 years of age and has read this form, and agrees to

• Make payment (if required) prior to requested use of facilities.
• Be responsible to the Milford Central School District for the use and care of the facilities.
• Provide evidence of a current certificate of insurance, in which the Milford Central School District is listed as an additional insured.
• Leave the property in the same condition as it was upon arrival
• Abide by all fire and safety regulations
• Use facilities and equipment for only those purposes for which they were intended.
• Allow no smoking on premises including e-cigarettes.
• Allow no use, sale or possession of alcohol or drugs on premises.
• Compensate the Milford Central School for any additional costs in accordance with the established fee schedule.
• If kitchen facilities are required, a regularly employed school lunch employee must supervise use of the kitchen. The organization will reimburse the District for the cost of the employee’s time.
• If the event is cancelled, the Director of Buildings & Grounds will be notified as soon as possible.

(Name of Organization) | Printed Name of Applicant
---|---
Applicant Title | Applicant Signature
Address | Telephone Number
Date Submitted

------------------------------------------CHECK LIST FOR DISTRICT---------------------------------------------

☐ Does the organization have proof of insurance? ☐ Yes ☐ No ☐ Not applicable
☐ Is the event being held on a Sunday? ☐ Yes ☐ No
☐ Will the District incur additional expenses? ☐ Yes ☐ No
  o If yes, what fee should the organization reimburse the District? ___________________________

-----------------------------------------------------APPROVALS---------------------------------------------------------

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date of Approval</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Superintendent</td>
<td></td>
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<tr>
<td>Director of Buildings &amp; Grounds</td>
<td></td>
</tr>
<tr>
<td>Building Secretary</td>
<td></td>
</tr>
</tbody>
</table>

Adopted: November 16, 2017
INSURANCE AGREEMENT---USE OF FACILITIES

- Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the permittee hereby agrees to effectuate the naming of the Milford Central School District as an additional insured on the permittee's insurance policies, with the exception of workers' compensation.

- The policy naming the Milford Central School District as an additional insured shall:
  - Be an insurance policy from an A.M. Best rated "secured" or better, permitted to conduct business in New York State.
  - Provide for 30 days notice of cancellation.
  - State that the organization's coverage shall be primary coverage for the Milford Central School District, its Board, employees and volunteers.

- The Milford Central School District shall be listed as an additional insured by using endorsement CG 2026 11 85 or broader. The certificate must state that this endorsement is being used. If another endorsement is used, a copy shall be included with the certificate of insurance.

- The permittee agrees to indemnify the Milford Central School District for any applicable deductibles.

- The insurance producer must indicate whether or not they are an agent for the companies providing the coverage.

- **Required Insurance:** Commercial General Liability Insurance: $1,000,000 per occurrence/ $2,000,000 aggregate.

- Permittee acknowledges that failure to obtain such insurance on behalf of the Milford Central School District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the Milford Central School District. The permittee is to provide the Milford Central School District with a certificate of insurance, evidencing the above requirements have been met, prior to the commencement of work or use of facilities.

- The Milford Central School District is a member/owner of the NY Schools Insurance Reciprocal (NYSIR). The user further acknowledges that the procurement of such insurance as required herein is intended to benefit not only the Milford Central School District but also the NYSIR, as the district's insurer.

**AGREEMENT**

The undersigned agrees to provide evidence of a current certificate of insurance, in which the Milford Central School District is listed as an additional insured.

The undersigned is over 21 years of age and has read this form, and agrees to be responsible to the Milford Central School District for the use and care of the facilities. He/she, on behalf of

(Name of Organization)

does hereby covenant and agree to defend, indemnify and hold harmless the Milford Central School District from and against any and all liability, loss, damages, claims, or actions (including costs and attorney fees) for bodily injury and/or property damage, to the extent permissible by law, arising out of or in connection with the actual or proposed use of the Milford Central School District’s property, facilities and/or services by

(Name of Organization)  
Applicant Title  
Address

Printed Name of Applicant  
Applicant Signature  
Telephone Number

Adopted: November 16, 2017
# MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT# 1500-E3
FEE SCHEDULE---USE OF FACILITIES

## PERSONNEL FEES

<table>
<thead>
<tr>
<th>CLEANERS</th>
<th>Custodial service is available when school is in session, Monday through Friday until 11:00 PM. Facility use beyond those hours and during school breaks is subject to a fee of $30.00 per hour per required worker. If an event occurs on a Sunday, the fee will be $40 per hour.</th>
</tr>
</thead>
</table>

## PERSONNEL FEES

<table>
<thead>
<tr>
<th>CAFETERIA STAFF</th>
<th>The fee for cafeteria staff will be $30.00 per hour per worker.</th>
</tr>
</thead>
</table>

## FACILITY FEES

<table>
<thead>
<tr>
<th>CAFETERIA w/o Kitchen</th>
<th>$50.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAFETERIA with Kitchen</td>
<td>$100.00</td>
</tr>
<tr>
<td>GYMNASIUM</td>
<td>$50.00</td>
</tr>
<tr>
<td>CLASSROOM (each)</td>
<td>$20.00</td>
</tr>
<tr>
<td>PERFORMING ARTS CENTER</td>
<td>$150.00</td>
</tr>
<tr>
<td>ATHLETIC FIELDS</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

Adopted: November 16, 2017
The District is committed to providing an orderly, 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 policy, “public” shall mean all persons when on school property or attending a school function including students, and all District personnel.

The restrictions on public conduct on school property and at school functions contained in this policy 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 policy 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.

These rules shall apply to all school property and school functions. These rules may be supplemented by any additional regulations or Code of Conduct adopted by the Board of Education or the Commissioner of Education. These regulations shall govern the conduct of students, teachers, other District employees, licensees, invitees, and other persons, whether or not their presence is authorized, on school property.

**Definitions**

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 school; or in or on a school bus; or at school-sponsored functions on non-school property.

School function means a school-sponsored extracurricular event or activity.
Prohibited Conduct

No person, either alone or with others, shall:

1. Willfully cause physical injury to any other person, nor threaten to do so, for the purpose of compelling or inducing any other person to perform or refrain from performing any act.
2. Engage in threats, intimidation and/or extortion of any other person.
3. Physically restrain or detain any other person, nor remove such person from any place where such person is authorized to remain.
4. 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.
5. Disrupt the orderly conduct of classes, school programs, or other school activities.
6. 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.
7. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
8. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
9. Obstruct the free movement of persons and vehicles in any place to which this policy applies.
10. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
11. Loiter.
12. Willfully set fire to school property, tamper with or obstruct any safety device, such as fire extinguishers, alarm systems, posted fire regulations, water sprinklers, or fire doors, fail to conform to fire drill procedure, or tamper with any communications, heating, lighting, or power system.
13. Make, or cause to be made, bomb threats, false alarms, or false reports of school closings or cancellations of school events.
14. Deliberately disrupt or prevent the peaceful and orderly conduct of classes and meetings, administration, disciplinary procedures or District activities, or deliberately interfere with the freedom of any person to express personal views, including invited speakers.
15. Use any profane or obscene language.
16. Violate District policy concerning the use of motor vehicles on school property, District parking regulations, or violate the traffic laws or other restrictions on vehicles.
17. Cause disruption on or interfere with the operation of District buses.
18. Picket or demonstrate contrary to the concept of acceptable conduct set forth in Policy 1520, Public Conduct on School Property and/or at school functions.
19. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
20. Possess or use weapons, except in the case of law enforcement officers or except as specifically authorized by the school district.
21. Bring onto school property or to allow on school property any animal unless it is leashed, caged or confined and will be responsible for cleaning up and removing all excrement deposited by said animal on school property. Signs may be posted at appropriate locations on school property when deemed necessary.
22. Willfully incite others to commit any other acts herein prohibited with specific intent to procure them to do so.
23. Violate any federal or state statute, local ordinance, or Board policy.
Penalties

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

1. **Any Person or Organization with a Building Permit:** The authorization, if any, to remain on school property or at school functions shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. Law enforcement may be called if deemed necessary.

2. **Licensee or Invitee:** 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. Law enforcement may be called if deemed necessary.

3. **Trespasser or Visitor:** Without specific license or invitation, 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. Law enforcement may be called if deemed necessary.

Enforcement

The Superintendent of Schools or his/her designee shall be responsible for enforcing the conduct required by this policy.

When the Superintendent or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the Superintendent or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Superintendent or his/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 Superintendent or his/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 reserves its right to pursue a civil or criminal legal action against any person violating the policy.

Criminal Charges

Many of the acts prohibited by these regulation also constitute violation of the Penal Law of the State of New York. In such cases, the Superintendent of Schools or his/her designee may request the school attorney to initiate criminal charges in addition to the disciplinary procedures provided herein or in place of such procedures.

Ref:

Education Law §§ 2801, 3020-a, 3214
Civil Service Law § 75
Penal Law §§ 140.00, 140.10, 240.35

Adopted: March 12, 1990
Revised: November 16, 2017
Due to the health hazards associated with smoking, and in accordance with federal and state law, the Board of Education prohibits smoking and all other tobacco use in all school district buildings, on school grounds, and in any vehicle used to transport children or personnel. Smoking or tobacco use is also prohibited within 100 feet of all school entrances, exits and outdoor areas, except where that is a residence or residential property. The Board also prohibits the use of e-cigarettes in these locations.

The district's smoking policy shall be prominently posted in each building, at designated outdoor locations on school premises (e.g. athletic fields) and in all district vehicles. The Board designates the Superintendent of Schools or his/her designee as agent responsible for informing individuals smoking or using tobacco unlawfully that they are in violation of Article 13-E of the Public Health Law and/or Section 409 of the Education Law and/or the federal Pro-Children Acts of 1994 and 2001. Persons using e-cigarettes in violation of this policy will be asked to stop or leave school property.

**Ref:**

Education Law §§409(2)
Public Health Law Article 13-E
Public Health Law §§206; 340; 347

Adopted: November 30, 1994
Revised: November 11, 2017
In recognition of its responsibility under state law and regulation, the Milford Central School District Board of Education (the Board) shall make available required public school materials, equipment, and services to resident students who attend nonpublic schools.

**Textbook Loan**

The Board recognizes that section 701 of the Education Law requires all Boards to purchase and to loan, upon individual request, textbooks to all children residing in the district who are attending grades kindergarten through twelve in any public or nonpublic school that complies with the compulsory education law.

It is also understood that the textbooks must be “loaned free” to the children, but Boards may make reasonable rules and regulations regarding such loan(s).

Therefore, the following rules and regulations shall govern the loan of textbooks to residents of the Milford Central School District (the District) attending nonpublic schools:

1. The textbooks shall remain the property of the District.
2. The textbooks shall be returned at the end of the nonpublic school year.
3. If lost or destroyed, the textbooks shall be paid for in the same fashion as the students attending District schools.

**Instructional Computer Hardware and Software Loan**

The Board recognizes its responsibility to loan instructional computer hardware and software, upon request, to all pupils legally attending nonpublic elementary or secondary schools located in the District. The District shall loan instructional computer hardware and software on an equitable basis. However, software and hardware purchased with any local, federal, or state funds, other than Instructional Computer Hardware or Software Aid funds, are not required to be loaned to nonpublic school students.

In addition, the District will only purchase and loan software programs that do not contain material of a religious nature.

All requests for the loan materials under this policy must be submitted to the Superintendent by no later than July 1st of the school year preceding the year in which the materials are requested for use.

Ref:
Education Law §§701; 751-754; 1709; 3204; 3602-c
8 NYCRR §175.25; 21.3

Adopted: March 11, 2021
The Board of Education shall ensure that children instructed at home are taught by a competent instructor and receive an education substantially equivalent to that offered in the district's schools.

Parents/Guardians who wish to educate their children at home must submit to the district an individual home instruction plan (IHIP), outlining the educational goals to be met and the course materials and syllabi to be used each year for the child's learning process. The district may accept or deny an IHIP. Parents/Guardians must submit quarterly reports which will provide the district with the necessary information to make determinations of substantial equivalency and competency of instruction on an ongoing basis.

Parents/Guardians may appeal to the Board a determination by the Superintendent of Schools or designee that an IHIP is not in compliance with the Regulations of the Commissioner of Education. Parents/Guardians shall have the right to appeal the final determination of the Board to the Commissioner of Education within 30 days of receipt of such determination.

Special Education

A student with an IHIP, who is a resident of the school district and has a disability, or is suspected of having a disability, is eligible to receive services from the school district, in accordance with law, regulation and district policy. A parent/guardian must request special education services in writing to the Board by June 1st, unless the child is first identified or moves into the district after June 1st. In that case, the parent/guardian must request the services within 30 days of being identified or of moving into the district.

Special education services will be provided on an equitable basis compared to programs and services provided to other students with disabilities attending public or nonpublic schools within the district. The Board will determine the location where services will be available to home schooled students.

Participation in Extracurricular Activities

Students instructed at home by their parents are not entitled to participate in interscholastic or intramural sports. However, the Board shall permit such students to participate in other school-sponsored extracurricular activities in coordination with the building principal. Specifically, the Board will permit home-schooled students to:

- participate in non-credit-bearing organized school activities such as clubs
- use school facilities such as the library, career information center and gymnasium if there is mutual agreement on the part of all involved parties.
Instructional Materials

The Board authorizes the Superintendent to loan instructional materials, if available, to students receiving home instruction. The Superintendent or his/her designee shall determine the availability of resources and develop appropriate procedures.

Ref:
Education Law §§ 3204(2); 3210(2)(d); 3602-c (2-c)
8 NYCRR §100.10
Appeal of Ponte, 41 EDR 174 (2001)
Matter of Abookire, 33 EDR 473 (1994)
State Education Department Memorandum, “New Requirements for the Provision of Special Education Services to Home-Instructed (“Home-Schooled”) Students, July 2008

Adopted: February 24, 1993 as Policy #4327 “Instruction at Home By Parents”
Renumbered to Policy #1741 & Revised: 11/15/2018
### YEARLY PROCESS FOR APPROVAL OF HOME SCHOOLING

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>WHO RESPONSIBLE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The “Notice of Intent for Home Instruction” form is submitted to the District.</td>
<td>Parent/Guardian</td>
<td>July 1st of each year OR Within fourteen (14) days of decision to home school.</td>
</tr>
<tr>
<td>2</td>
<td>Copy of “Section 100.10 Regulation of the Commissioner of Education” and grade-appropriate “Individualized Home Instruction Plan (IHIP)” forms are sent to the parents/guardians</td>
<td>Superintendent of Schools</td>
<td>Within ten (10) business days of the receipt of the “Notice of Intent for Home Instruction”</td>
</tr>
<tr>
<td>3</td>
<td>“Individualized Home Instruction Plan (IHIP)” is submitted to the Superintendent of Schools</td>
<td>Parent/Guardian</td>
<td>August 15th of each year OR Within four (4) weeks of receipt of materials.</td>
</tr>
<tr>
<td>4</td>
<td>Notification to parents of whether IHIP is in compliance or whether the IHIP is deficient.</td>
<td>Superintendent</td>
<td>August 31st of each year OR Within ten (10) business days</td>
</tr>
</tbody>
</table>

#### IF IHIP IS DEFICIENT

| 5    | A revised IHIP is re-submitted to the Superintendent of Schools | Parent/Guardian                      | Within fifteen (15) days of receipt of notice of deficiency.             |
| 6    | Notification to parents of whether IHIP is in compliance or whether the IHIP is deficient. | Superintendent                        | Within fifteen (15) days of receipt of the revised IHIP                  |

#### IF IHIP IS STILL FOUND TO BE DEFICIENT

| 7    | Parent/Guardian is notified in writing of the reason of determination along with the date of the next regularly scheduled meeting of the Board of Education to be held at least ten (10) days after the date of the mailing. | Superintendent                        | Within fifteen (15) days of receipt of the revised IHIP.                |
| 8    | Notification to Board of Education the wish to contest the determination of noncompliance. | Parent/Guardian                      | Within three (3) business days prior to the Board Meeting.              |

#### IF BOARD OF EDUCATION DOES NOT APPROVE IHIP

| 9    | Option to appeal to the Commissioner of Education | Parent/Guardian                      | Within thirty (30) days of Board decision.                              |
QUARTERLY REPORTS

On or before the dates specified in the IHIP, a quarterly report for each child shall be furnished by the parent to the Superintendent of Schools.

ANNUAL ASSESSMENT

At the time of filing of the fourth quarterly report as specified in the IHIP, the parent shall also file the results of an annual assessment in compliance with Regulation 100.10 of the Commissioner of Education.

Adopted: November 15, 2018
### MILFORD CENTRAL SCHOOL DISTRICT

**EXHIBIT # 1741 – E1**

**HOME-SCHOOLED STUDENTS–NOTICE OF INTENT**

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD'S NAME</td>
</tr>
<tr>
<td>-------------</td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>ADDRESS</td>
</tr>
<tr>
<td>HOME PHONE</td>
</tr>
<tr>
<td>WORK PHONE</td>
</tr>
<tr>
<td>CELL PHONE</td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
</tr>
</tbody>
</table>

Will the parent/guardian be providing the instruction?  □ YES  □ NO

If “NO”, who is the person who will be providing the instruction?  ________________

<table>
<thead>
<tr>
<th>PERIOD OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME SCHOOLING WILL BEGIN ON THIS DATE</td>
</tr>
<tr>
<td>HOME SCHOOLING WILL END ON THIS DATE</td>
</tr>
</tbody>
</table>

RETURN BY JULY 1\textsuperscript{ST} OR WITHIN FOURTEEN (14) DAYS OF DECISION TO HOME SCHOOL

Adopted: November 15, 2018
**MILFORD CENTRAL SCHOOL DISTRICT**  
**EXHIBIT # 1741 – E2**  
**INDIVIDUALIZED HOME INSTRUCTION PLAN (IHIP)**  
**GRADES 1-6**

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD’S NAME</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td></td>
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<tr>
<td>NAME</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Will the parent/guardian be providing the instruction?  
☐ YES  ☐ NO

If “NO”, who is the person who will be providing the instruction?  ________________

<table>
<thead>
<tr>
<th>QUARTERLY REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUARTER</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>2nd Quarter</td>
</tr>
<tr>
<td>3rd Quarter</td>
</tr>
<tr>
<td>4th Quarter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit results with the 4th Quarter Report</td>
</tr>
</tbody>
</table>

How will your child be assessed for this academic year?

☐ Iowa Test of Basic Skills  ☐ Metropolitan Achievement Test
☐ California Achievement Test  ☐ State Education Department Test
☐ Stanford Achievement Test  ☐ Another Test Approved by the State Education Department
☐ Comprehensive Test of Basic Skills

Date of Standardized Test:  ________________
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CURRICULUM &amp; TEXTBOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>(900 hour in at least 180 days of instruction are required for each year)</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>Including alcohol, drug and tobacco misuse</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Patriotism and</td>
<td>Citizenship, Highway Safety and Bicycle Safety, Fire and Arson Prevention and Safety</td>
</tr>
</tbody>
</table>

Due by August 15th  
OR  
Within four (4) weeks of receipt of materials from District

Adopted: November 15, 2018
MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT # 1741 – E3
INDIVIDUALIZED HOME INSTRUCTION PLAN
(IHIP)
GRADERS 7-8

SCHOOL YEAR

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD’S NAME</td>
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<tr>
<td>-----------------</td>
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Will the parent/guardian be providing the instruction?  ☐ YES  ☐ NO

If “NO”, who is the person who will be providing the instruction?  ________________

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<td>QUARTER</td>
</tr>
<tr>
<td>1ST QUARTER</td>
</tr>
<tr>
<td>2ND QUARTER</td>
</tr>
<tr>
<td>3RD QUARTER</td>
</tr>
<tr>
<td>4TH QUARTER</td>
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<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>History &amp; Geography</td>
<td>(Including Patriotism &amp; Citizenship)</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>(including instruction in alcohol, drug and tobacco misuse, highway safety, fire and arson prevention)</td>
</tr>
<tr>
<td>Art (1/2 Unit)</td>
<td></td>
</tr>
<tr>
<td>Music (1/2 Unit)</td>
<td></td>
</tr>
<tr>
<td>Library Skills</td>
<td></td>
</tr>
</tbody>
</table>

Due by August 15th
OR
Within four (4) weeks of receipt of materials from District

Adopted: November 15, 2018
MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT # 1741 – E4
INDIVIDUALIZED HOME INSTRUCTION PLAN
(IHIP)
GRADERS 9-12

STUDENT YEAR

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<tbody>
<tr>
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</tr>
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<td>4TH QUARTER</td>
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<tbody>
<tr>
<td>Submit results with the 4th Quarter Report</td>
</tr>
</tbody>
</table>

How will your child be assessed for this academic year?

☐ Iowa Test of Basic Skills  ☐ Metropolitan Achievement Test
☐ California Achievement Test  ☐ State Education Department Test
☐ Stanford Achievement Test  ☐ Another Test Approved by the State Education Department
☐ Comprehensive Test of Basic Skills

Date of Standardized Test:  ____________________________
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CURRICULUM &amp; TEXTBOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4 Units)*</td>
<td>(990 hours in at least 180 days of instruction are required for each year)</td>
</tr>
<tr>
<td>Social Studies (4 Units)*</td>
<td>(including 1 unit American History, ½ unit participation in government, and ½ unit in economics)</td>
</tr>
<tr>
<td>Science (2 Units)*</td>
<td></td>
</tr>
<tr>
<td>Math (2 Units)*</td>
<td></td>
</tr>
<tr>
<td>Physical Education (2 Units)*</td>
<td></td>
</tr>
<tr>
<td>Health (1/2 Unit)*</td>
<td></td>
</tr>
<tr>
<td>Art and/or Music (1 Unit)*</td>
<td></td>
</tr>
<tr>
<td>Electives (3 Units)*</td>
<td></td>
</tr>
</tbody>
</table>

* Total units that must be accumulated for successful completion of the 12th grade.

Due by August 15th
OR
Within four (4) weeks of receipt of materials from District

Adopted: November 15, 2018
# HOME SCHOOLING QUARTERLY REPORT

## GRADES 1-6

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>QUARTER</th>
<th>TOTAL HOURS OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Q1</td>
<td>□ Q2</td>
</tr>
<tr>
<td></td>
<td>□ Q3</td>
<td>□ Q4</td>
</tr>
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</table>

## STUDENT’S NAME

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CONTENT/MATERIAL COVERED</th>
<th>GRADE</th>
<th>HOURS OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (Example)</td>
<td>Math Connects Workbook Chapters 1-4</td>
<td>B (Example)</td>
<td>16 (Example)</td>
</tr>
<tr>
<td></td>
<td>Focus on addition and subtraction (EXAMPLE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
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<td></td>
</tr>
<tr>
<td>English</td>
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<td></td>
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<tr>
<td>Geography</td>
<td></td>
<td></td>
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<tr>
<td>SUBJECT</td>
<td>CONTENT/MATERIAL COVERED</td>
<td>GRADE</td>
<td>HOURS OF INSTRUCTION</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-------</td>
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<tr>
<td>US History</td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>(Including alcohol, drug and tobacco misuse)</td>
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<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Physical Education</td>
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<td></td>
</tr>
<tr>
<td>Patriotism &amp; Citizenship</td>
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</tr>
<tr>
<td>Highway Safety</td>
<td>and Bicycle Safety</td>
<td></td>
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<tr>
<td>Fire and Arson Prevention and Safety</td>
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PLEASE NOTE: A total of 225 hours of instruction per quarter would result in the required 900 per year.

Adopted: November 15, 2018
## HOME SCHOOLING QUARTERLY REPORT
### GRADES 7-8

<table>
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<tr>
<td></td>
<td>Q1</td>
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<td>Q3</td>
<td>Q4</td>
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<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CONTENT/MATERIAL COVERED</th>
<th>GRADE</th>
<th>HOURS OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (Example)</td>
<td>Math Connects Workbook Chapters 1-4 Focus on addition and subtraction (EXAMPLE)</td>
<td>B (Example)</td>
<td>16 (Example)</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Geography</td>
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<td></td>
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<tr>
<td>Science</td>
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<tr>
<td>Math</td>
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<td></td>
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<tr>
<td>Health</td>
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<td>SUBJECT</td>
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<td>GRADE</td>
<td>HOURS OF INSTRUCTION</td>
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<tr>
<td>-----------------</td>
<td>--------------------------</td>
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<tr>
<td>Art</td>
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<tr>
<td>Music</td>
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<td>Library Skills</td>
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**PLEASE NOTE:** A total of 247.50 hours of instruction per quarter would result in the required 990 per year.

**Adopted:** November 15, 2018
## Home Schooling Quarterly Report

**School Year**: [Year]

### Subject

<table>
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<tr>
<th>Subject</th>
<th>Content/Material Covered</th>
<th>Grade</th>
<th>Hours of Instruction</th>
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<tbody>
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<td>16 (Example)</td>
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<tr>
<td>English</td>
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<td></td>
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</tr>
<tr>
<td>Social Studies</td>
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<td></td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
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<td></td>
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<tr>
<td>Health</td>
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<tr>
<td>SUBJECT</td>
<td>CONTENT/MATERIAL COVERED</td>
<td>GRADE</td>
<td>HOURS OF INSTRUCTION</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>-------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>(Elective)</td>
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<td>(Elective)</td>
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</tr>
<tr>
<td>(Elective)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**PLEASE NOTE**: A total of 247.50 hours of instruction per quarter would result in the required 990 per year.

Adopted: November 15, 2018
Unsolicited Gifts and Donations from the Public

The Board of Education welcomes and appreciates gifts and donations from the public. Gifts and donations of money, property, equipment and materials may be accepted by the Board, except that the Superintendent of Schools may accept on behalf of the Board gifts and donations having a value of $500 dollars or less. [This policy does not cover personal gifts to staff. See policy 2160, Code of Ethics, for guidance on that issue.]

The Board reserves the right to refuse to accept any gift which does not contribute towards the achievement of the district’s goals, or the ownership of which would deplete the resources of the district. In accepting or rejecting gifts and donations, the Board will review the following factors:

1. The terms of the gift must identify:
   a. the subject of the gift;
   b. the purpose of the gift;
   c. the beneficiary or beneficiaries if any; and
   d. all conditions or restrictions that may apply.

2. The gift must not benefit a particular or named individual or individuals.

3. If the purpose of the gift is an award to a single student, the determination of the recipient of such award shall be made on the basis that all students shall have an equal opportunity to qualify for it in conformance with federal and state law.

4. If the gift is in trust, the obligation of the investment and reinvestment of the principal shall be clearly specified and the application of the income or investment proceeds shall be clearly set forth.

5. No gift or trust will be accepted by the Board unless:
   a. it is in support of and a benefit to all or to a particular public school in the district; or
   b. it is for a purpose for which the school district could legally expend its own funds; or
   c. it is for the purpose of awarding scholarships to students graduating from the district.

Any gift rejected by the Board shall be returned to the donor or his/her estate within sixty (60) days together with a statement indicating the reasons for the rejection of such gift.

Soliciting and Accepting Gifts, Grants or Donations

Prior to seeking any grant or donation, the applicant must obtain prior approval from the district. Teachers seeking grants or donations for their classroom must obtain approval from the Building Principal. Other staff or administrators seeking grants or donations to benefit an entire school or the district as a whole must obtain approval from the Superintendent or his/her designee. Grant applications for funding of more than $1,500,000.00 require prior notification of the Board of Education.

Approval shall depend on factors including, but not limited to: compatibility with the district’s educational program and standards; availability of existing district resources; whether ownership would deplete district resources; and its impact on the equitable distribution of district resources.
All grants and donations must benefit the district and be congruent with the following principles:

1. The district's mission, vision, core values and beliefs.
2. The district and school goals that positively impact student performance.
3. The district's instructional priorities and strategies.
4. Equity in funding.
5. Conform to district governance and decision-making procedures of the Board, central office and building-level staff.
6. Provide a value or benefit that is greater than the obligation under the grant award.
7. Not violate management and/or bargaining unit rights and responsibilities.
8. Not carry any conditions that would divert school or district efforts away from the district's primary mission.

The Board reserves the right to deny approval of solicitation of any funding or grant application which does not contribute towards the achievement of the district’s goals, or which would deplete the resources of the district. The Board may approve seeking grants which require a match of district funds or resources when the initiative has been identified as a priority by the Board and when such funds are planned as part of the district budget process or can be accommodated by the current budget.

Coordinating with Support Organizations

The district requires independent support organizations (e.g., booster clubs, parent-teacher associations, education foundations) seeking to make a contribution of money or property to first meet with the Superintendent to identify the terms and conditions of the proposed gift and the needs of the district. Additionally, the Board may approve such gifts and donations prior to any public announcement of the contribution.

Accounting for, and Oversight of, all Donations, Gifts, and Grants

All gifts, donations, grants, funds, property, and materials received by the district become the property of the district. Such items may not be returned without the approval of the Board. All items are subject to the same controls and regulations as other district property, and shall be deposited or inventoried accordingly.

Ref:

Education Law §1709(12)

Adopted: May 27, 1998
Revised: January 11, 2018
The Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents, family members and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

Title I Parent and Family Engagement- District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parent and family engagement procedures, as further required by federal law.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication, involving student academic learning and other school activities.

At a minimum, parent and family engagement programs, activities and procedures at both the district and individual school level must ensure that parents and family members:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The federal definition of the term "parents" refers to a natural parent, legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I parent and family engagement programs, activities and procedures will provide opportunities for the informed participation of parents and family members (including those who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).
As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the district’s Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents and family members also will participate in the process for developing either a comprehensive or targeted “support and improvement plan” when the school their child attends is identified by the State as needing this plan.

Development of School Level Parent and Family Engagement Approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance and all other support necessary to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

Survey in the native language of the parents in each of the schools receiving Title I funds, in June of each year, information concerning any technical support that parents may need to become better able to support the academic needs and further the achievement of their child.

Building Capacity for Parental Involvement

To build parent capacity for strong parental involvement to improve their child’s academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state’s academic content challenging academic standards, state and local academic assessments, Title I requirements, how to monitor their child’s progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district will offer various workshops throughout the school year that will enable parents to become more active and effective in their parenting role.

2. Provide materials and training to help parents work to improve their child’s academic achievement such as literacy training and using technology (including education about the harms of copyright piracy).

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent’s contributions and on how to:
   • reach out to, communicate with, and work with parents as equal partners;
   • implement and coordinate parent programs; and
   • build ties between parents and the schools

4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.
Coordination of Parental Involvement Strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs.

Review of District Wide Parent and Family Engagement Policy

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

The district will review the district-wide parental involvement plan on a yearly basis and ascertain from the parents through the use of a survey, taken in June of each year, written in the native language of the parent, how they can be more readily included in the programs supported by Title I funds within the district.

Ref:

20 USC §§6318(a)(2); 7801(38), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)

U.S. Department of Education, Parental Involvement, Title I, Part A, Non-Regulatory Guidance, April 23, 2004

Adopted: January 11, 2007
Revised: January 11, 2018
The Milford Central School District recognizes that parents and family members play an integral role in assisting their child’s learning. We encourage parents and family members to be actively involved in their child’s education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA):

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.

2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.

3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.

4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy.
School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the ____________ school year:

School Responsibilities

The school will:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child’s academic achievement;
- Provide parents with frequent reports on their child’s progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities.
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand

Parents’ Responsibilities

We, as parents, will support our children’s learning in the following ways:
- Monitor my child’s attendance;
- Make sure that homework is completed;
- Limit amount of television my child watches;
- Volunteer in my child’s school;
- Participate in decisions regarding my children’s education;
- Promote positive use of my child’s extracurricular time; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:
- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

_________________________  ___________________________  ___________________________
School  Parent  Student

_________________________  ___________________________  ___________________________
Date  Date  Date

Adopted: January 11, 2007
Revised: January 11, 2018
INTERPRETERS FOR HEARING-IMPAIRED PARENTS/GUARDIANS

The Board of Education recognizes that those district parents/guardians with hearing impairments which prevent a meaningful participation in their child’s educational program must be afforded an opportunity equal to that afforded other parents to participate in meetings or activities pertaining to the academic and/or disciplinary aspects of their child’s education. Accordingly, and pursuant to law, the school district will provide an interpreter for hearing-impaired parents for school-initiated academic and/or disciplinary meetings or activities including, but not limited to:

- Parent/teacher conferences
- Child/study or building level team meetings
- Planning meetings with school counselors regarding educational progress
- Career planning
- Suspension hearings or other conference with school officials relating to disciplinary actions

The school district will provide an interpreter for the hearing-impaired parent if a written request for the service has been submitted to and received by the district within ten working days prior to the scheduled meeting or activity. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the principal or their designee. If an interpreter is unavailable, the district will then make other reasonable accommodations which are satisfactory to the parents (e.g., note taker, transcript, decoder, or telecommunication device for the deaf). These services will be made available by the district at no cost to the parents.

The board directs the superintendent to maintain a list of available interpreters and to develop procedures to notify parents/guardians of the availability of interpreter services, the time limitation for requesting these services, and of the requirement to make other reasonable accommodations satisfactory to the parents/guardians should an interpreter not be available.

Hearing-impaired parents/guardians are requested to submit the attached form (1925-E1) to request accommodation of their disability.

Ref:
Education Law §3230
8 NYCRR §100.2(aa)
Rothschild v. Grottenthaler, 907 F.2d 286 (2d Cir. 1990)

Adopted: December 8, 1993
Revised and Adopted: October 27, 2016
TO: Superintendent of Schools, Milford Central School District
FROM: ______________________________________________________
ADDRESS: ________________________________________________
DATE: __________

Please identify the type of interpreter needed:

___ Interpreter for the Hearing Impaired: ( ) American Sign; ( ) English

In the event an interpreter is not available, please identify the type of alternative service preferred:

___ Written Communication
___ Transcripts
___ Decoder
___ Telecommunication Device for the Deaf (TDD)
___ Other (please specify) ________________________________

Response to Request for Accommodation

The Milford Central School District hereby:

____ grants your request for accommodation of a hearing disability in accordance with Board Policy 1925;
____ denies your request for accommodation of a hearing disability for the following reason:

________________________________________  __________________________
Superintendent                                Date

Adopted: October 27, 2016
SCHOOL BOARD GOVERNANCE AND OPERATIONS
POLICIES 2000 – 2999
<table>
<thead>
<tr>
<th>POLICY</th>
<th>REGULATION</th>
<th>EXHIBIT</th>
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<td>BOARD OPERATIONAL GOALS</td>
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<td>BOARD MEMBER AUTHORITY</td>
<td>3/1/2018</td>
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<td>2120.2</td>
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<td>2120.2-E1</td>
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<td>1/12/2017</td>
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<td>6/14/1982</td>
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<td>AGENDA PREPARATION AND DISSEMINATION</td>
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<td>PUBLIC PARTICIPATION IN BOARD MEETINGS</td>
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<td>LIVE BROADCASTING OF BOARD MEETINGS</td>
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<td>BOARD POLICY DEVELOPMENT EXHIBIT</td>
<td>9/11/1989</td>
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<td>BOARD POLICY DEVELOPMENT</td>
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<td>ADMINISTRATIVE LATITUDE IN THE ABSENCE OF BOARD POLICY</td>
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<td>POLICY DISSEMINATION</td>
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<td>POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK</td>
<td>9/11/1989</td>
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<tr>
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<td>NEW BOARD MEMBER ORIENTATION</td>
<td>9/11/1989</td>
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<tr>
<td>2700</td>
<td></td>
<td></td>
<td>BOARD STAFF COMMUNICATIONS</td>
<td>9/11/1989</td>
</tr>
</tbody>
</table>
BOARD OPERATIONAL GOALS

The Board is committed to the education of all students; to an awareness of the concerns and aspirations of the community regarding the quality and performance of the school district; and, to the employment of a superintendent who will see the district maintains a position as an outstanding school system and under whose leadership school personnel will carry out the policies of the Board with imagination and dedication.

Additionally, the Board will strive to achieve the following:

1. To interpret the educational needs and aspirations of the community, and to meet them through the formulation of policies that stimulate the learner and the learning process.

2. To manage the school district in accordance with Board Policy.

3. To provide leadership in order that the goals and objectives of the school district (as set forth in the Board's policy manual) can be effectively carried out.

4. To maintain communication with various public served by the school.

5. To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling, and executing.

6. To perform all Board functions and operations in conformity with state, federal and local laws, rules, and regulations.

Adopted: August 14, 1989
Members of the Board of Education have legal authority for the conduct of the district schools only when acting as a body in a properly convened session. Board members acting as individuals have no authority over personnel or school affairs.

Members of the Board are free to speak to individuals on these issues outside of Board meetings but such public expression is not to be construed as Board policy. Information from executive sessions must remain confidential at all times, unless release is appropriately authorized. The Board will not be bound in any way by any individual's statement or action unless the Board, through an adopted policy or by a majority vote of Board membership, has delegated this authority to the individual member.

Ref:
Education Law §§1604; 1701; 1708; 1709; 1710
*Matter of Bruno*, 4 EDR 14 (1964)

Adopted: March 15, 1989
Revised: March 1, 2018
Eligibility to Vote

A person shall be entitled to vote in any school district election and in all matters placed upon the official ballot, if such person is:

1. a citizen of the United States;
2. at least 18 years of age;
3. a resident within the school district for a period of 30 days next preceding the election at which such person desires to vote;
4. qualified to register or is registered to vote in accord with section 5-106 of the Election Law which excludes:
   a) those convicted felons who have not been pardoned or had their rights of citizenship restored, those whose maximum sentence of imprisonment has not expired; and/or those who have not been discharged from parole;
   b) persons adjudged mentally incompetent by a court

Challenges to voters believed unqualified to vote may be undertaken pursuant to Education Law provisions. Each annual or special election or meeting shall have a presiding chief election inspector appointed by the Board. Such chief election inspector shall have the responsibility of properly handling any challenges to the qualification of any voter.

Voting

Voting machines shall be used for recording the votes on all elections, budget votes, and votes on special propositions. The only exception to the use of voting machines shall be an emergency situation whereby the machines are unavailable due to a mechanical failure or state or local law prohibiting their use. If this should arise, paper ballots will be used.

Each voting machine shall have at least one election inspector appointed by the Board in attendance during all voting hours. It shall be the duty of each clerk to keep a poll list containing the name and legal residence of each person before such person is permitted to vote.

Entering a voting machine with another person is prohibited, except upon request from a voter, in which case an election inspector shall be allowed to enter the voting machine with that voter for the sole purpose of assisting that person in the actual manipulation of the voting machine. The election inspector shall not advise or induce such voter to vote on any proposition or candidate, and the election inspector shall never reveal the vote(s) recorded by the voter to any other person at any time.

Write-in ballot slots are required. Ballots containing the names of nominated candidates will be provided by the Board. On a paper ballot, one blank space will be provided under the name of the last candidate for each office so that voters may vote for candidates who have not been nominated for the offices to be filled at the election. There will be as many write-in slots as there are vacancies at the time of election.

The writing in, with a black lead pencil, of a name in the blank space so provided, will sufficiently indicate a vote. The district cannot require a voter to place any other mark beside the name of a write-in candidate.
**Absentee Ballots**

The Board provides for the use of absentee ballots for voting. Such ballots shall be available for the election of members of the Board of Education, the adoption of the school district budget, and on questions and propositions submitted to the voters of the district. The application must be received by the District Clerk at least seven days prior to the election, if the ballot is to be mailed to the voter; or the application must be received by the day before the election, if the ballot is to be personally delivered. The application must be completed and returned, and the individual must verify therein that he/she meets all voting requirements, and explain the reason for his/her inability to appear in person to vote.

In particular, the individual must explain that he/she will be unable to appear to vote in person on the day of the school district election because:

1. he/she will be a patient in a hospital, or unable to appear personally at the polling place on such day because of illness or physical disability;
2. his/her duties, occupation, business, or studies will require him/her to be outside of the county or city of his/her residence on such day;
3. he/she will be on vacation outside the county or city of his/her residence on such day; or
4. he/she will be detained in jail awaiting action by a grand jury; awaiting trial; or is confined in prison after conviction for an offense other than a felony.

The district shall request registration lists from the Board of Elections for those voters whose registration record has been marked “permanently disabled” and shall automatically mail absentee ballots to such voters in advance of each district vote or election.

**Ref:**

Education Law §§2012; 2014; 2018; 2018-a; 2018-b; 2018-c; 2019; 2019-a; 2020; 2025; 2032(2)(e); 2035; 2037; 2603; 2607; 2610; 2613
Election Law §§3-224; 5-106; 5-612; 5-400; 5-406
*Matter of Reigler and Barton*, 16 EDR 256 (1977)

Adopted: January 11, 1995
Revised: March 1, 2018
Application must be received by the District Clerk at least 7 days before the election if the ballot is to be mailed to the voter, or the day before the election, if the ballot is to be delivered personally to the voter.

<table>
<thead>
<tr>
<th>VOTER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>MAILING ADDRESS</td>
</tr>
<tr>
<td>LEGAL ADDRESS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AFFIRMATION OF ELIGIBILITY TO VOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am, or will be, on the day of the school district vote a qualified registered voter of the Milford Central School District.</td>
</tr>
<tr>
<td>I am, or will be, on the day of the school district vote, over eighteen years of age, a citizen of the United States and will have resided in the school district for thirty (30) days preceding the date of the election.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REASON FOR INABILITY TO APPEAR IN PERSON (CHECK ONE)</th>
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</thead>
<tbody>
<tr>
<td>☐ I will be on such day a patient in a hospital or unable to appear personally at the polling place on such day because of illness or physical disability.</td>
</tr>
<tr>
<td>☐ My duties, occupation, studies or business require me to be outside of the county or city of my residence on such day.</td>
</tr>
<tr>
<td>If your duties, occupation, studies, or business are of such a nature as ordinarily require such absence, please give a brief description of such duties, occupation, or business:</td>
</tr>
<tr>
<td>If your duties, occupation, studies, or business are not of such a nature as ordinarily require such absence, please indicate the special circumstances on account of which such special absence is required:</td>
</tr>
<tr>
<td>☐ I will be on vacation outside the county or city of my residence on such day.</td>
</tr>
<tr>
<td>Date Expect Vacation to Begin</td>
</tr>
<tr>
<td>☐ I will be absent from my voting residence because I will be detained in jail awaiting action by a grand jury or awaiting trial.</td>
</tr>
<tr>
<td>☐ I will be confined in prison after conviction for an offense other than a felony.</td>
</tr>
<tr>
<td>☐ I am the (spouse, parent, child) of a qualified voter who has applied for, or is eligible to apply for an absentee ballot and will be absent from the school district on the day of the school vote by reason of accompanying or being with my (spouse, parent, child) entitled to apply for an absentee ballot for one of the reasons listed above.</td>
</tr>
</tbody>
</table>

I do hereby declare that the foregoing is a true statement to the best of my knowledge and belief, and I understand that if I make any material false statements in the foregoing statement of application for absentee ballots, I shall be guilty of a misdemeanor.

Date __________________ Signature of Voter: _____________________________

Return to: District Clerk, PO Box 237, Milford, NY  13807
Revised: March 1, 2018
UNEXPIRED TERM FULFILLMENT

In the event of the death, resignation officially filed with the District Clerk, removal from office, relocation from the school district, refusal to serve by any member, or any disqualification of a Board of Education member, the Board may appoint a new member to fill such vacancy; and the person so appointed in the place of any such member of the Board shall hold this office until the next annual election unless:

1. Separate elections have been ordered by the Commissioner of Education; or

2. A separate election is set by the Board of Education for that purpose

Ref:
Education Law §2502(9)(n)

Adopted: February 13, 1991 as “Mid-Term Resignation of School Board Members”
Renamed & Revised: March 1, 2018
The Milford Central Schools Board of Education (the Board) is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer, or employee may call into question the integrity of the management or operation of the District. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of District officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of District goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, District officers, and employees under the provisions of the General Municipal Law. Therefore, every Board member, District officer, and employee of the District, whether paid or unpaid, shall adhere to the following code of ethics.

Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer, or employee to benefit personally from contracts made in their official capacity.

- “Contract” is defined broadly to include any claim or demand against the District or account or agreement with the District, whether expressed or implied, that exceeds the sum of $750.00 in any fiscal year.
- An “interest” is defined as a direct or indirect benefit that runs to the Board member, officer, or employee as a result of a contract with the District.

No Board member, officer, or employee shall have an “interest” (i.e., receive a direct or indirect benefit as the result of a contract with the District) in:

1. a firm, partnership, or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director, or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5 percent or more of the stock;
4. a contract between the District and his/her spouse, minor child or dependents, except for an employment contract between the District, a spouse, minor child, or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

A. Gifts: A Board member, officer, or employee shall not directly or indirectly solicit any gift or accept or receive any gift having a value of $75 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 to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Supplemental guidance on this will be distributed to the staff annually.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature, and of insignificant financial value, may be accepted in the spirit in which they are given.

B. Confidential Information: A Board member, officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest.
C. **Representation before the Board or District**: A Board member, officer, or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the District.

D. **Disclosure of interest in matters before the Board**: A Board member, officer, or employee of the District, whether paid or unpaid, must publicly disclose the nature and extent of any interest they or their spouse have, will have, or later acquire in any actual or proposed contract, purchase agreement, lease agreement, or other agreement involving the District (including oral agreements), to the governing body and his/her immediate supervisor (where applicable), even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the District. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

E. **Investments in conflict with official duties**: A Board member, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law.

F. **Private employment**: A Board member, officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with, or impairs the proper discharge of, his or her official duties.

G. **Future employment**: A Board member, officer, or employee shall not, after the termination of service or employment with the District, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

H. **Involvement with Charitable Organizations**: A Board member, officer, or employee may be involved as a volunteer, officer, or employee in a charitable organization that has a relationship with the District. If a Board member is a board member, officer, or employee of the charitable organization, the Board member must disclose such relationship in writing to the District, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization that may come before the Board. When participating in the activities of the charitable organization, the Board member, officer, or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. Additionally, the Board member, officer, or employee shall not make representations on behalf of the District unless specifically authorized to do so by the Board.

**Distribution of Code of Ethics**
The superintendent of schools shall cause a copy of this Code of Ethics to be distributed to every member of the Board, and every officer and employee of the District. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

**Reporting Concerns**
Any person who either seeks to clarify a situation that he or she believes to be a violation of the code of ethics, or who wishes to report a potential violation, should contact the Superintendent.

**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 the Board’s code of ethics and its accompanying regulation may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.
The Board of Education recognizes its obligation to hold an annual reorganizational meeting. The purpose of the reorganizational meeting shall be to elect officers of the Board and make the proper appointments and designations of other district employees for the proper management of the school district during the school year. The Board shall also perform such annual functions as are designated by law.

The annual reorganizational meeting of the Board of Education shall be held on the first Thursday of July. If that day is a legal holiday, then the meeting must be held on the first Wednesday in July (§ 1707(1)). Alternatively, a board of education may, by resolution, decide to hold the annual organizational meeting at any time during the first 15 days in July.

The meeting shall be called to order by the Superintendent or his/her designee, who shall preside until the election of a new president. The order of business to be conducted at the organization meeting shall include the following items required or implied by state law and/or regulation:

I. Administration of Oath

The District Clerk shall administer the oath of office to newly-elected Board members. Such oath shall conform to Article XIII-1 of the New York State Constitution, and Section 10 of the Public Officers Law; the Clerk shall countersign the oath. No new Board member shall be permitted to vote until he/she has taken the oath of office.

II. Election of Officers

The Board shall elect a president and vice-president for the ensuing year, and the District Clerk shall administer the oath of office to them. A majority of all members of the Board shall be necessary for a valid election.

III. Establishment of Board Committees

The Board President shall establish the following committees and representatives:

- Audit Committee
- CDEP Representatives
- Finance Committee
- Liaison Representatives
- Negotiations Committee
- Policy Committee
- Safety Committee Representatives
- Sick Bank Representatives

IV. Establishment of District Committees and Positions

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITIONS</th>
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</thead>
<tbody>
<tr>
<td>CPSE/CSE</td>
<td>CSE/CPSE Chairperson; Alternate Chairperson(s); School Psychologist, Administrator(s), Parent Member(s), Secretary</td>
</tr>
<tr>
<td>Safety</td>
<td>Teacher, Administrator(s), Community Member, School Safety Officer(s)</td>
</tr>
</tbody>
</table>
V. **Appointment of District Officers**

The Board shall appoint and the Board President administer the oath of office to the following officials:

- District Clerk
- District Treasurer
- Tax Collector
- Internal Claims Auditor
- Deputy Treasurer
- Tax Collector

VI. **Other Appointments**

The Board shall appoint and establish the stipend (if any) for the following positions:

- ADA Coordinator
- Lead Teacher Evaluator(s)
- Asbestos Designee
- Lead Principal Evaluator
- Attendance Officer(s)
- MCS Trustee Representative to CASEBP and Alternative
- Census Enumerator
- Pesticide Control Officer
- Central Treasurer, Extra-Classroom Activity Account
- Purchasing Agent
- Chemical Hygiene Officer
- Records Access Officer
- DASA Coordinator(s)
- School Attorney/General Legal Counsel
- Equal Opportunities Coordinator
- School Physician
- External Auditor
- Surrogate Parent Representative for Special Education
- Fiscal Advisor & Bond Counsel
- Title IX/Section 504 Hearing Officer(s)
- Impartial Hearing Officer Designee

VII. **Bonding of Personnel**

The Board may bond the following personnel handling district funds:

- District Clerk
- Tax Collector
- District Treasurer
- Internal Claims Auditor
- Central Treasurer of Student Activity Account

The Board may, in each instance, specify the amount of the bond it intends to obtain.

The Board may include any of the above officers in a blanket undertaking, pursuant to law and Commissioner's Regulations, rather than bond individuals.

VIII. **Designations**

The Board shall designate:

- Official depositories for district funds
- Official district newspapers
- General Liability Insurance Provider

IX. **Establishment of Board Meeting Schedule**

The Board shall fix the day and hour for the holding of regular meetings, which shall be at least once each month while school is in session, in the rooms provided for the Board, unless otherwise ordered by the Board.
X. **Authorizations**
   a. of person to certify payrolls
   b. of person to sign checks
   o of person to sign checks in their absence
   c. of school purchasing agent
   o of person to sign requisitions and purchase orders in their absence
   d. of Superintendent of Schools to approve budget transfers up to $10,000
   e. of Superintendent to apply for Grants in Aid (State and Federal)
   f. of person to approve attendance at conferences, conventions, workshops, etc.,
   g. of Superintendent of Schools to submit application for free and reduced breakfast/lunch as well as other federally funded programs

XI. **Other Items**
   a. establish rate for mileage reimbursement at the IRS rate
   b. establish tuition rate for out-of-district students
   c. establish prices for school meals
   d. establish substitute rates for
      o Teachers---Certified
      o Teachers---Uncertified
      o Teachers---Long-Term
      o Teachers---Co-Teaching Long-Term
      o Licensed Teaching Assistants
      o Bus Drivers
      o Cafeteria Workers
      o Cleaners
      o Office and Teacher Aides
   e. review the district’s Disaster Recovery Plan
   f. review the following policies:
      o 2160: Code of Ethics
      o 5300: Student Code of Conduct
      o 6240: Investments
      o 6700: Purchasing
      o The Board shall also review building-level student attendance data as required under Commissioner’s Regulations section 104.1, if the data shows a decline in attendance rates, shall review Policy 5100: Attendance

XII. **Additional Resolution**

Resolved that the Milford Central School being a PreK-12 building and that the students in grades 9-12 take NY State Regents examinations, and due to the fact that students in grade PreK-8 will need to use school facilities which will create a distraction for students in grades 9-12 taking the Regents examination, the Board of Education will end attendance for students in grades PreK-8 the day before the start of the NY State Regents examinations.
XIV. General Business

The Board shall conduct general business at this meeting before it adjourns, if it so desires.

Ref:
New York State Constitution, Article XIII, §1
Public Officers Law §§10; 13
Education Law §§1707; 1804(4); 2130

Adopted: August 14, 1989
Revised: March 1, 2018
# MILFORD CENTRAL SCHOOL DISTRICT
## EXHIBIT # 2210-E1
### BOARD ORGANIZATIONAL MEETING TEMPLATE

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<tr>
<th>TASK</th>
<th>PERSON RESPONSIBLE</th>
<th>NOTES</th>
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<td>Board Clerk</td>
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<tr>
<td>Election of Officers and Oath of Office</td>
<td>Board Clerk</td>
<td>Role</td>
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<tr>
<td></td>
<td></td>
<td>President</td>
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<tr>
<td></td>
<td></td>
<td>Vice President</td>
</tr>
<tr>
<td>Establishment of Board Committees &amp; Representatives</td>
<td>Board President</td>
<td>Committee/Reps</td>
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<tr>
<td></td>
<td></td>
<td>Audit Committee</td>
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<td>Committee of the Whole</td>
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<td>CDEP Representative(s)</td>
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<td>Negotiations Committee</td>
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<td>Policy Committee</td>
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<td>Safety Committee Rep</td>
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<td></td>
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<td>Sick Bank Reps</td>
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<tr>
<td>Establishment of District Committees and Positions</td>
<td>Board President</td>
<td>COMMITTEE</td>
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<td>POSITIONS</td>
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<td>PERSON(S)</td>
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<td></td>
<td>CSE/CPSE</td>
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<td></td>
<td>CSE/CPSE Chairperson</td>
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<td>Alternate Chairperson(s)</td>
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<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
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<tr>
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<td></td>
<td>Administrator(s)</td>
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<td></td>
<td>Community Member</td>
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<tr>
<td></td>
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<td>School Safety Officer(s)</td>
</tr>
</tbody>
</table>

( ) REQUIRED
(X) LOCAL
( ) NOTICE
<table>
<thead>
<tr>
<th>TASK</th>
<th>PERSON RESPONSIBLE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment of District Officers &amp; Oath of Office</td>
<td>Board President</td>
<td></td>
</tr>
<tr>
<td>Oath of Office to District Officers</td>
<td>Board Clerk</td>
<td></td>
</tr>
</tbody>
</table>

### Role

<table>
<thead>
<tr>
<th>Role</th>
<th>PERSON</th>
<th>STIPEND (if applicable)</th>
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<tbody>
<tr>
<td>District Clerk</td>
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<tr>
<td>District Treasurer</td>
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<td>Deputy Treasurer</td>
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<td>Internal Claims Auditor</td>
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<td>Tax Collector</td>
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<td>Central Treasurer</td>
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<td>District Clerk</td>
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<td>Tax Collector</td>
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<td>Superintendent</td>
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<tr>
<td>TASK</td>
<td>PERSON RESPONSIBLE</td>
<td>NOTES</td>
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<tr>
<td>Other Appointments</td>
<td>Board President</td>
<td>Role</td>
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<tr>
<td></td>
<td></td>
<td>ADA Coordinator</td>
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<td></td>
<td>Asbestos Designee</td>
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<td>Attendance Officer(s)</td>
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<td></td>
<td></td>
<td>Census Enumerator</td>
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<td></td>
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<td>Central Treasurer, Extra-Classroom Activity Account</td>
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<tr>
<td></td>
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<td>Chemical Hygiene Officer</td>
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<td>DASA Coordinator(s)</td>
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<td>Data Protection Officer</td>
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<td>Equal Opportunities Coordinator</td>
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<td>External Auditor</td>
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<td>Fiscal Advisor &amp; Bond Counsel</td>
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<td></td>
<td></td>
<td>Impartial Hearing Officer Designee</td>
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<td></td>
<td>Lead Teacher Evaluator(s)</td>
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<td></td>
<td></td>
<td>Lead Principal Evaluator</td>
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<td></td>
<td></td>
<td>MCS Trustee Rep to CASEBP</td>
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<td></td>
<td>Alternative MCS Trustee Rep to CASEBP</td>
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<td></td>
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<td>Pesticide Control Officer</td>
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<td></td>
<td></td>
<td>Purchasing Agent</td>
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<td>Records Access Officer</td>
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<td>Records Retention Management Officer</td>
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<td></td>
<td></td>
<td>School Attorney/General Legal Counsel</td>
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<td></td>
<td></td>
<td>School Physician</td>
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<td></td>
<td></td>
<td>Surrogate Parent Rep for Special Ed</td>
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<tr>
<td></td>
<td></td>
<td>Title IX/Section 504 Hearing Officer(s)</td>
</tr>
<tr>
<td>Bonding of Personnel</td>
<td>Board President</td>
<td>Bond all MCS Employees for $1,000,000</td>
</tr>
<tr>
<td>TASK</td>
<td>PERSON RESPONSIBLE</td>
<td>NOTES</td>
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<tr>
<td>Designations</td>
<td>Board President</td>
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<td><strong>Role</strong></td>
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<tr>
<td></td>
<td></td>
<td>Official depositories for district funds</td>
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<td></td>
<td></td>
<td>Official district newspaper(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Liability Insurance Provider</td>
</tr>
<tr>
<td>Establishment of Board Meeting Schedule</td>
<td>Board President</td>
<td>Insert Board Meeting Schedule</td>
</tr>
<tr>
<td>Authorizations</td>
<td>Board President</td>
<td></td>
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<td></td>
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<td><strong>Role</strong></td>
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<tr>
<td></td>
<td></td>
<td>Person to Certify Payrolls</td>
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<td></td>
<td></td>
<td>Person to Sign Checks</td>
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<tr>
<td></td>
<td></td>
<td>Person to Sign Checks in their Absence</td>
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<td></td>
<td></td>
<td>School Purchasing Agent</td>
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<td></td>
<td>Person To Sign Requisitions &amp; Purchase Orders in their Absence</td>
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<tr>
<td></td>
<td></td>
<td>Approve Budget Transfers up to $10,000</td>
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<tr>
<td></td>
<td></td>
<td>Apply for Grants in Aid (State and Federal)</td>
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<tr>
<td></td>
<td></td>
<td>Approve attendance at conferences, conventions, workshops, etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit applications for free and reduced breakfast/lunch and other federally funded programs.</td>
</tr>
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</table>
### Establishment of Rates

<table>
<thead>
<tr>
<th>Action</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Establish rate for mileage reimbursement</td>
<td></td>
</tr>
<tr>
<td>Establish tuition rate for out-of-district students</td>
<td></td>
</tr>
<tr>
<td>Establish prices for school meals</td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>Lunch</td>
</tr>
<tr>
<td>PK-8: $</td>
<td>PK-8: $</td>
</tr>
<tr>
<td>9-12: $</td>
<td>9-12: $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Substitute Position</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish substitute rates</td>
<td>Certificated Substitutes (Teacher/LTA/Aide Positions)</td>
<td></td>
</tr>
<tr>
<td>Uncertificated Substitutes (Teacher/LTA/Aide Positions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers – Long Term</td>
<td></td>
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<tr>
<td>Bus Drivers</td>
<td></td>
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<tr>
<td>Cafeteria Workers</td>
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<tr>
<td>Cleaners</td>
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<tr>
<td>Office/Clerical Staff</td>
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</tbody>
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### Review of Plans and Policies

<table>
<thead>
<tr>
<th>Action</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Review the District’s Disaster Recovery Plan</td>
<td></td>
</tr>
<tr>
<td>Review Policies</td>
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</table>

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2160</td>
<td>Code of Ethics</td>
</tr>
<tr>
<td>5300</td>
<td>Student Code of Conduct</td>
</tr>
<tr>
<td>6240</td>
<td>Purchasing</td>
</tr>
<tr>
<td>6700</td>
<td>Investments</td>
</tr>
</tbody>
</table>

The Board shall also review building-level student attendance data as required under Commissioner’s Regulations section 104.1, if the data shows a decline in attendance rates, shall review Policy 5100: Attendance.

### Policy Resolution

The Board re-adopts Policy 2160: Code of Ethics, and affirms that all policies in effect during the previous year remain in effect until such time that the Board acts to revise or delete such policies.
BOARD OFFICERS

PRESIDENT

The president will preside at all meetings of the Board of Education and will perform other duties as directed by law, state regulations, and by this Board. In carrying out these responsibilities, the president will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in planning the Board's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Board meetings.
4. Appoint Board committees - if any - subject to Board approval.
5. Call special meetings of the Board as found necessary.
6. Be public spokesman for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the president will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board.
3. Enforce the Board's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who wish to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain the effect a motion would have if it is not clear to members.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The president will have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

VICE PRESIDENT:

In the absence of the president, the vice-president will perform the duties and have the obligations of the president, except when specific statutory powers are reserved for the president.

Adopted: August 14, 1989
BOARD-SUPERINTENDENT RELATIONSHIP

The Board intends that its relationship with the superintendent of schools be harmonious and professional. While both the Board and the superintendent strive to provide an educational program of the highest caliber in the most efficient manner possible some disagreements are inevitable. Such disagreements will be resolved, to the extent possible, by reasoned discussion among the superintendent and the members of the Board.

The Board believes that the legislation of policies is the most important function of a school board and that the execution of the policies is the function of the superintendent.

Delegation by the Board of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the Board's policies and free the Board to devote its time to policy making and appraisal functions.

The Board holds the superintendent responsible for the administration of its policies; the execution of Board decisions; the operation of the internal machinery designed to serve the school program; and for keeping the Board informed about school operations and problems.

Approved: August 14, 1989
BOARD COMMITTEES

The Board will generally serve as a committee-of-the-whole. The Board may also establish standing committees for each school year. The standing committees must be approved by the entire Board. Appointments to the established standing committees will be made by the president after each member has had an opportunity to express his/her preferences.

When standing committees are approved, each Board member will accept at least one standing committee assignment. Additional assignments may be made if a Board member volunteers, and as long as the Board member realizes that the primary obligation is to the single formal assignment. A central office administrator will be assigned as an ex-officio member of each standing committee by the Board president.

Board committees shall undertake studies and make reports as charged by the Board, but shall not act on behalf of the Board.

The Board may establish standing or ad hoc committees and may terminate any committee at any time.

Adopted: August 14, 1989
DISTRICT ADVISORY COMMITTEES

District Advisory Committees, whose functions are strictly advisory, shall be established to make recommendations to the Board of Education relative to major issues which could impact on the school district. It shall be at the discretion of the Board to select a committee upon determination of need.

Approved: June 14, 1982
LAY ADVISORY COMMITTEES

1. GENERAL: Once established, a lay advisory committee has complete freedom to study the problem agreed upon and make recommendations to the Board of Education. Their function is strictly advisory, never policy making. The Board has the legal responsibility for operating the schools and as a legally constituted body, cannot delegate its powers and responsibilities.

All recommendations must be based on a continuing study of available relevant facts defined at the outset so that the committee knows what its relationship is toward the Board of Education, the superintendent, staff members, and other citizens of the community.

Each committee member must be charged with the responsibility of "feeling out" the community regarding the problem or issue in question.

2. KINDS OF COMMITTEES:
   a) "Special Purpose" advisory committee - deals with specific short term problems –usually requires one to six months to complete. Its purpose for existence ceases as soon as the specific task is satisfied.
   b) "Long Range" advisory committee - appointed for long periods of time to act as advisors to the Board of Education.

3. SIZE OF THE COMMITTEE: The size of the committee will depend on the purpose of the committee. However, it should be small enough so that it can function efficiently in the time allotted to complete its mission.

4. SELECTION OF MEMBERS: Selection of citizen advisory committees:
   a. Direct appointment by the Board of Education
   b. Selection by community organizations
   c. Appointment by Board after nomination by community organizations.
   d. Open to those who wish to volunteer.
   e. Any combination of the above.

5. BASIS FOR SELECTION OF MEMBERS AND REPRESENTATION: Lay advisory committees should be broadly representative of the entire school district, reflecting it economically, geographically, occupationally, culturally, politically, etc.
   a. A sincere interest in public education.
   b. Honesty and sincerity of purpose.
   c. Ability to recognize problems, interpret information fairly and reach honest conclusions.
   d. Freedom from strong bias that may interfere with reaching sound conclusions.
   e. Commitment to attend committee meetings.

Adopted: June 14, 1982
LAY ADVISORY COMMITTEES (Procedures)

1. NOMINEES: Letters of invitation are sent to each advisory committee by the President of the Board of Education. The approximate length of term should be included in the letter of invitation sent to a prospective committee member so that a commitment of time can be made.

2. SCHOOL PERSONNEL: The Superintendent of Schools or his designee and at least one Board member should be ex-officio members of the advisory committee. Their presence should be restricted to providing resource data when requested to do so.

3. CLERICAL ASSISTANCE AND OTHER AIDS: In support of the advisory committee, a place to meet and clerical assistance should be readily available.

4. SELECTION OF COMMITTEE OFFICERS: The chairman shall be appointed by the Board. The vice-chairman and secretary should be elected by the committee members themselves. A board member or administrator shall not serve as officers.

5. FREQUENCY OF MEETINGS: As required, notices of all meetings should be sent to all committee members.

6. Procedures for establishment of an effective "Special Purpose" Lay Advisory Committee.
   a. Identify the problem and clearly define the committee's responsibility.
   b. List the committee's basic objectives. Restrict the issue so that the committee may handle the objectives within a reasonable amount of time.
   c. Select the committee members
   d. Establish a timetable. Select an interim report date about midway in the schedule and a target date for completion of the final report.
   e. Select a format for reporting.
   f. Have the committee present the final report for discussion and clarification shortly after the target completion date.
   g. Extend to each committee member a note of appreciation for their efforts. Inform them that the committee has been disbanded.
   h. Endorse or reject in whole or in part the committee's report.
   i. Make the information public.

Adopted: June 14, 1982
SHARED DECISION-MAKING

The Milford Central School District, its Board of Education, Administrators, Instructional and Support Staff, Students, Parents, and Community members as share-holders in the Shared Decision-Making process, believe that:

■ Shared Decision-Making will guide our school and community toward educational excellence.

■ Shared Decision-Making allows for input and participation from all shareholders for improved student outcomes.

■ Shared Decision-Making is a group endeavor to enhance district-wide communication and performance.

■ Shared Decision-Making will support the BELIEFS and the MISSION STATEMENT of the district.

Given these beliefs about the process, this agreement has been forged by the share-holders for the purpose of improving the educational performance of all our students.

First Reading: December 14, 1994
Adopted: January 11, 1995
SHARED DECISION MAKING REGULATION

A. The educational issues subject to cooperative planning and shared decision-making will be:
   1. The development and monitoring of Commencement Goals and Outcomes that define the knowledge, skills and values we expect graduates to possess in the 21st century.
   2. Plan and implementation of staff development programs for all district employees.
   3. Annual review of the student discipline code to retain its effectiveness as a learning experience for pupils.

B. To continually evaluate and assess the performance of the shared decision-making process and other district initiatives, we will review:
   1. Annual plans of action to close the gap between current student performance and our standards of excellence.
   2. Improvement in the SAT, ACT and other performance measures.
   3. Number of graduates completing post-secondary degrees or achieving their career objective.

C. All stakeholders in the shared decision-making process will be collectively accountable for the implementation, monitoring and future revisions of the MCS Long Range Plan for education. Decisions will be based upon review and results of student performance.
   1. Areas of decision-making currently requiring Board of Education approval will still require Board of Education approval. Many decisions in these areas will be forwarded to the Board of Education by the DPT as a recommendation.

D. We will use the consensus process in reaching decisions.
   1. Options for resolving disputes that inhibit a committee from reaching consensus may include:
      ■ agreeing by consensus on a voting process for resolving a particular issue.
      ■ requesting outside mediation for facilitation.

OPERATION:

I. Building Planning Team
   A. Membership
      1. Teachers: 4-5, with representation from elementary and secondary levels, approved by MTA.
      2. Parents: 1-2, approved by Community groups.
      3. Support Staff: 1-2, approved by Support Staff
      5. Students: 1-2

   B. Meet one day each month, September through June.
      1. Satellite task force to meet on the fourth week of each month.

   C. Responsibilities
      Develop and implement plans for the following:
      1. District staff development program
      2. Annual review of student discipline code Continued
D. Meet with the Board of Education 1-2 times yearly to report results and make recommendations in the above two areas.

II. District Planning Team

A. Membership:
   1. Teachers: 4-5, with representation from primary, intermediate, middle and high school levels, approved by MTA.
   2. Parents: 4-6, approved by Community groups
   3. Support Staff: Approved by Support Staff
   4. Community: 2-3
   5. Board of Education: 1-2
   7. Administration: 1-2
   8. Students: 1-2

B. Terms of office
   1. Two year terms for teachers, parents, support staff, community representatives.
   2. Students - high school - one year term
      middle school - one year term
   3. Limit of two consecutive terms excluding students
   4. Terms of office within each shareholder group shall be staggered to allow for continuity.
   5. In case of an unexpired term the shareholder group will fill the position.

C. Meetings to occur at least monthly September through May.

D. Co-chairperson - would be desirable
   1. One of these to be a teacher or administrator

E. Responsibilities
   1. Develop and recommend to the Board of Education a vision for education achievement in the MCS district, to include:
      a. Mission Statement, describing the purpose of our school
      b. Commencement Goals and Outcomes that define the knowledge, skills and values we expect graduates to possess in the 21st century.
   2. Develop and recommend annual plans.
      a. Establish annual plans to accomplish the goals and outcomes.
      b. Monitor, evaluate and adjust the plan when appropriate to retain its effectiveness and provide necessary support.
      c. Develop and recommend program modifications.
      d. Facilitate communication among all stakeholders.

First Reading: December 14, 1994
Adopted: January 11, 1995
SCHOOL ATTORNEY

The Board will retain a school attorney, setting his fee and term of service at the time of appointment.

The school attorney will render advice to the Board and school administration and will handle legal matters for the district. In carrying out this basic function, the school attorney will be expected to engage in the following activities.

GENERAL SERVICES:

1. Preparation of Board resolutions that are of a legal nature.
2. Preparation of any options and deeds of conveyance that the district might make, and the examination of abstracts, titles, deeds, and other papers concerning any properties that the district might acquire or dispose of in the normal course of its business operation.
3. Rendering advice or written legal opinions from time to time in connection with the interpretation of the Education Law or other laws as related to the business of the district.
4. Attending, when requesting, the Superintendent’s hearings concerned with discipline of students or employees.
   In general, representing the district in all legal matters.

COMMUNICATIONS WITH SCHOOL ATTORNEY:

Except in unusual circumstances, all communications between the school attorney and district personnel will be directed through the Superintendent or the President of the Board of Education. If inquiries are addressed directly to the attorney by other district personnel, responses - in writing, will be channeled through the Superintendent or the President of the Board of Education.

Adopted: August 14, 1989
SCHOOL BOARD ELECTIONS
(Annual District Meeting)

The Annual Meeting of the Milford Central School District will be held the third Tuesday in May. At this time the polls will open at the hours designated by the Board for voting on the following items:

1. Adopt the annual budget
2. Fill any vacancies on the Board of Education
3. Vote on any special propositions that have been properly presented.

VOTING: Voting machines will be used for all elections, budget votes, and votes on special propositions. However, if voting machines are not available, paper ballots will be used.

PROPOSITIONS: Except as otherwise provided by law, any questions or any proposition to amend the budget or otherwise be submitted for voting on at annual district meeting will be filed with the Board of Education at the district office not later than 30 days before the meeting. The Board will not entertain any petition to place before the voters any proposition that is contrary to law.

The proposition(s) will be in the form of a petition containing the precise language of the proposition, and must be signed by not less than 25 qualified voters of the district.

The Board may also, on its own motion, submit propositions.

Adopted: March 15, 1989
Amended due to law changes:
SCHOOL BOARD MEETINGS

REGULAR MEETINGS:

At the annual organizational meeting, the Board of Education will set the date, time, and place of regular monthly Board meetings.

SPECIAL MEETINGS:

Special meetings of the Board of Education may be called by any member of the Board. Notice of such meeting will be given not less than 24 hours before the time fixed for the meeting except in cases of emergency. The notice should state the specific matter, or matters to be presented for consideration.

Approved: August 14, 1989
AGENDA FORMAT/CONSENT AGENDA

The President of the Board, conferring with the Superintendent, will arrange the order of the items on meeting agendas so that the Board can accomplish its business as efficiently as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The purpose of a "consent" agenda is to streamline meeting time so that high quality time can be put into those items on the agenda that need the most attention. It is an attempt to routinize those items that are routine while allowing flexibility for Board members to make inquiries if desired. It is an idea to help boards of education work better and faster and smarter while retaining their right of making inquiry.

A consent agenda may include those items, legally, which the board deems to have on consent. Typically it includes minutes, CSE recommendations, warrants and receipt of treasurer and extra-curricular treasurer reports. The items are marked by a (c) on the agenda and acted upon when the Board acts to accept the agenda and consent (c) items as marked.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely be requesting same. If it is an item which requires much research, it would be courteous for the Board member to call the superintendent ahead of time to alert him or her to the questions. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion. Board members always retain the right to pull an item from consent and either abstain or vote against the motion.

Adopted: August 14, 1989
Amended: November 28, 1990
I. Opening of Meeting
   A. Roll Call and Quorum Check
   B. Call to Order
   C. Pledge of Allegiance
   D. Additions to Agenda
   E. Adoption of Consent Agenda (Minutes, Treasurer’s Reports, Claims)

II. Reports
   A. Superintendent’s Report
   B. Principal’s Report

III. Public Comments Session 1: Limited to Agenda Items Only

IV. Old Business
V. New Business
VI. Routine Consent

VII. Public Comments Session 2: Any Allowable Topic

VIII. Board Member Items for Future Agendas
IX. Warrants
X. Executive Session (if applicable)
XI. Adjournment

Adopted: October 26, 1998
Revised: December 10, 2020
The responsibility of providing an agenda for all Board of Education meetings will be shared cooperatively by the Board President and the Superintendent.

Items of business may be suggested to the Superintendent by any board member, district employee, parent, or student, and must relate directly to district business. The inclusion of suggested items onto the agenda shall be at the discretion of the Superintendent, subject to the approval of the Board President.

The agenda, together with supporting materials, shall be distributed to Board members at least five (5) business days in advance of the scheduled meeting, if at all possible, to allow Board members to give items of business careful consideration. The agenda and appropriate materials, to the extent practicable, shall also be made available to the public via the school district’s website at least 24 hours prior to the Board meeting.

The last agenda item of each Board meeting shall provide an opportunity for Board members to suggest future agenda items. Proposed items, with approval of a majority vote of Board members, will be scheduled for a future Board meeting within 60 days.

Any items added to the agenda after it has been disseminated to Board members shall be announced at the commencement of the Board meeting. Such may be excluded by majority vote of the Board members present.

Adopted: August 14, 1989
Revised: December 10, 2020
RULES OF ORDER

Robert's Rules of Order, as last revised, will be the parliamentary guide for all meetings of the Board except as state law or special policies of this Board establish other procedures. The Superintendent will advise the Board on parliamentary procedure.

Adopted: August 14, 1989
BOARD MINUTES

A complete and accurate set of minutes of each meeting shall be kept by the clerk. These minutes shall be duplicated and presented for Board approval at each regular board meeting and shall be maintained in an official minute book. Motions made but not seconded or the obstinance by any member while voting on a motion shall be included in the minutes upon the specific request of the member making the motion or abstaining.

The minutes shall constitute the official record of proceedings of the Milford Central School Board and shall be open to public inspection at all reasonable times after their approval.

Adopted: November 13, 1973
MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 2370
PUBLIC PARTICIPATION AT
BOARD MEETINGS

The Milford Central School District Board of Education welcomes district residents, parents and other interested persons to its meeting. Community involvement at board meetings is encouraged so that the Board can better understand and represent the views of its constituents. To allow for public participation, a period not to exceed 15 minutes shall be set aside during the first part of each Board meeting for public comment on items on the meeting’s agenda. A second 15-minute time period will be set aside at the end of each Board meeting for public comment on matters pertaining to the district but not on the agenda. These periods may be extended by a majority vote of the Board.

Persons wishing to make public comments at a Board meeting shall either (1) contact the Board Clerk in advance of the meeting to be placed on the public comment list or (2) upon entering the Board meeting room add their name to the public comment list along with the topic to be addressed. Any group or organization wishing to address the Board must identify a single spokesperson.

The Board will not permit in public session any discussion involving individual district personnel or students. Persons wishing to discuss matters involving individual district personnel or students should present their comments and/or concerns to the Superintendent during regular business hours.

When recognized by the Board President, the speaker will be asked to state their name and address. Statements are restricted to a maximum of three (3) minutes and the Board President will notify speakers when their time has expired. The Board President reserves the right to extend the speaker’s comment time, if there is no objection. Speakers may comment on (1) any matter related to district business; (2) any agenda item; or (3) matters related to agenda items specifically or district matters generally, depending on the public participation section.

The Board and district staff take public comment very seriously and detailed notes of questions and concerns expressed will be taken. However, the Board will generally not respond or comment while the meeting is in public session. Questions and comments from the public concerning matters which are not on the agenda will be taken under consideration and referred to the Superintendent for appropriate action.

It is expected that all speakers will conduct themselves is a civil manner and refrain from making personal attacks against any person(s). The Board expects professional and proper decorum at all times using language that is respectful and courteous.

Persons wishing to have matters included on the agenda shall contact the Superintendent or Board President. The item will be presented to the full Board at their next meeting; however, the item will not appear on an agenda until a majority of the Board has approved the item.
At the start of each public comment session, the Board President or designee will read the following:

The Milford Central School District Board of Education welcomes district residents, parents and other interested persons to its meeting. Community involvement at board meetings is encouraged so that the Board can better understand and represent the views of its constituents.

**[PUBLIC COMMENT SESSION #1 ONLY]** A period not to exceed 15 minutes has been set aside during this part of the Board meeting for public comment on items on the meeting’s agenda.

**[PUBLIC COMMENT SESSION #2 ONLY]** A period not to exceed 15 minutes has been set aside during this part of the Board meeting for public comment on matters pertaining to the district but not on the agenda.

Please be aware that by law, individual student information or particular personnel issues cannot be discussed at public sessions of the Board.

When recognized by the Board President, please state your name and address. Statements are restricted to a maximum of three (3) minutes and the Board President will notify speakers when their time has expired. The Board President reserves the right to extend the speaker’s comment time, if there is no objection.

The Board and district staff take public comment very seriously and careful notes of questions and concerns expressed will be taken. However, the Board generally does not respond while the meeting is in public session. The Board asks for the public’s cooperation in maintaining a safe and respectful decorum and the Board President does reserve the right to limit individual comments if it is deemed necessary.

Amended: April 11, 2019
Amended: September 11, 1989
Amended: November 30, 1983
Adopted: February 25, 1980
# PUBLIC PARTICIPATION AT BOARD MEETINGS

## PUBLIC COMMENT SESSION #1: ITEMS ON THE AGENDA

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## PUBLIC COMMENT SESSION #2: MATTERS PERTAINING TO THE DISTRICT BUT NOT ON THE AGENDA

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BOARD MEETING DATE: ____________

Adopted: 04/11/2019
The Board of Education affirms its commitment to the live broadcasting of its regularly scheduled and special meetings to enable stakeholders to keep informed of important school business.

The Board directs the Superintendent to develop practices that meet the following guidelines:

- Establish a method of recording high quality video and audio that can be livestreamed on the district’s official social media platform.

- Each live broadcast shall be recorded, posted and stored on the district’s official social media platform(s) unless any part of the broadcast contains comments that violate individual student or employee information.

- The platform used to live broadcast must be able to meet all IDEA requirements including closed captioning.

- All NY State Open Meeting Law requirements in effect at the time of each recording must be met.

Broadcasts will **not** be considered an “official record” of the Board of Education’s meetings.

Due to the possibility of technical difficulties out of the District’s control, the district makes no guarantee that any particular broadcast will be transmitted, recorded, or posted.

Adopted: February 11, 2021
POLICY DEVELOPMENT SYSTEM

The most important function of the Board of Education is the formation of educational policy. School Board decisions set the course of education in a community for years to come. How well this is done depends in large measure upon the wisdom and care with which decisions are made.

Board of Education policies are statements which set forth the purpose and describe in general terms the organization and program of a school system. They create a framework within which the Superintendent and the staff can discharge their assigned duties with positive direction. They tell what is wanted and may also indicate why and how much.

Policies should not deal with the detailed descriptions of the ways in which purposes and objectives are to be accomplished. These specific directions, in detail, telling how, by whom, where and when things are to be done are labeled as rules and regulations. They apply to policy in practice.

The Board of Education is the final authority in establishing policy. It does not attempt to deal with details that are part of the administrative operation of the school. Execution of policy through the detailed steps and procedures of school administration is the job of the Superintendent and the staff.

The following steps ordinarily shall be followed in the formulation and adoption of policy:

1. Recognition of the need for a new policy or revision or rescission of an existing policy.
2. Preparation of draft policy by the Policy Committee.
   a. Consultation by the Administration with other bodies as determined by the committee.
3. Information item - distribution with agenda.
4. Discussion item - first reading of proposed policy or policies; response from Superintendent; report from any Board or advisory committee assigned responsibility in the area; Board discussion and directions for any redrafting.
5. Action item - discussion, adoption, or rejection.

Adopted: December 14, 1981
Amended: September 11, 1989
BOARD POLICY DEVELOPMENT

Need recognized
- Required changes in policy noted by Board or superintendent

Superintendent prepares impact statement
- Defines issues and approach
- Outlines consequences

Board reviews* impact statement as information item
- Reaches consensus on issues, scope
- Establishes schedule
- Invites comment from interested parties

Superintendent prepares policy draft
- Elicits advisory input

Board reviews draft as discussion item (1st reading)
- Receives reports from advisory groups
- Agrees on substance
- Suggests wording changes

Superintendent distributes policy

Basic agreement

Superintendent prepares final policy

Board adopts policy as action item (2nd reading)
BOARD POLICY DEVELOPMENT

It is the intent of the Board to develop policies and put them in writing so that they serve as guidelines and goals for the successful and efficient functioning of the public schools.

The Board considers policy development its chief function, along with appraisal of the results achieved through its policies.

It is through the development and adoption of written policies that the Board will exercise its leadership in the operation of the school district; it is through study and evaluation of reports concerning the execution of its written policies that the Board will exercise its control over school operations. In the formulation of its written policies, the Board in its discretion may request opinions of citizens, students, and staff members.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. Thus policy development is an ongoing process.

FORMULATION OF BYLAWS:

The Board of Education is a legislative body and will provide rules (bylaws) for its own operation. The formulation and adoption of bylaws will constitute the guides for the Board of Education in its internal operations. The formal adoption of the bylaws will be recorded in the official minutes of the Board. Written statements so adopted and so recorded will be regarded as official bylaws of the Board of Education. For the purpose of state law requirements, any written rule or policy of the school district will constitute a bylaw.

Adopted: September 11, 1989
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: November 15, 1989
POLICY DISSEMINATION

The Superintendent will establish and maintain a plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect.

Members of the Board, and, insofar as possible, all persons in the district and all employees, will have access to policies and regulations currently in force.

All manuals distributed to anyone will remain the property of the Board and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time for updating.

The Board's policy manual will be considered a public record and will be open for inspection at the district's offices.

Adopted: September 11, 1989
POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

To keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decisions, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and will weight the results. The Board may rely on the school staff, students, and the community for providing evidence of the effect of the policies that it has adopted.

The Superintendent will call to the Board’s attention all policies that are out of date or for other reasons appear to need revision.

The Superintendent will recall all policy and regulations manuals periodically for purposes of administrative updating and Board review.

Adopted: September 11, 1989
BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the superintendent.

BOARD COMMUNICATIONS TO STAFF

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will develop appropriate methods to keep the staff fully informed of the Board's problems, concerns and actions.

Adopted: September 11, 1989

Legal Ref: Education Law, 1708
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SCHOOL ADMINISTRATION

The Board of Education shall provide an administrative staff sufficient to meet the needs of the District for instructional and supportive functions.

Adopted: November 15, 1989
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 shall be eligible to meet these requirements at the time of employment.

The obligations, duties and responsibilities of all administrative and supervisory personnel shall be set forth in job descriptions issued by the Superintendent of Schools.

Adopted: November 15, 1989

Commissioner's Regulations: Section 80.4
Education Law Section 1709
DUTIES OF THE SUPERINTENDENT OF SCHOOLS

A. As chief executive officer of the Board of Education, he/she shall attend all regular, special, and work meetings of the Board except that the Superintendent 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 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 which 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.

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 possess those statuary powers contained in Sections 1711 (5) and 2508 of the New York State Education Law and be charged with all other duties as listed in the Superintendent's job description.

Adopted: November 29, 1989
COMPENSATION AND RELATED BENEFITS

The salaries and related benefits of administrators shall be set annually by the Board of Education upon the recommendation of the Superintendent.

Adopted: November 15, 1989
ABOLISHING A 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, and must be given thirty (30) days prior to the effective date of abolition. In all cases the individual currently holding the position should receive as much advance notice as possible, preferably sixty (60) or more days.

Adopted: November 15, 1989

Education Law Section 1709
The Superintendent of Schools shall maintain an administrative organization chart showing the relationship among the various administrators and staff. The chart shall indicate the following:

- The Board of Education serves as the governing body of the District.
- All employees of the District shall be under the general direction of the Superintendent.
- Teachers shall be immediately responsible to the Principal.
- Other employees shall be immediately responsible to the supervisor under whom they directly work.

Adopted: November 15, 1989 as Policy #3231
Renumbered, Revised and Adopted as Policy #3230: October 26, 2017
The following principles shall govern the administrative operation of the school system:

1. The Superintendent of Schools shall have specific responsibility for overseeing district programs and services.

2. Each member of the staff shall be informed as to whom he/she is responsible and for what functions.

3. Whenever possible, each member of the staff shall be made responsible to only one immediate supervisor for any one function.

4. All employees shall have the right to appeal any decision made by an administrative officer to the next higher authority and through appropriate successive steps to the Board. Below is the general chain of command that is to be followed to appeal decisions.

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<th>CHAIN OF COMMAND</th>
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<tr>
<td>Level 1</td>
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<td>Immediate Supervisor</td>
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Adopted: October 26, 2017
DEVELOPMENT OF REGULATIONS

The Board of Education delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These regulations and detailed arrangements will constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board of Education.

Adopted: May 10, 1982
BOARD REVIEW OF REGULATIONS

The Board reserves the right to review regulations at its discretion. Regulations need not be approved by the Board in advance of issuance, but the Superintendent is encouraged to submit controversial regulations to the Board in advance of issuance.

Adopted: September 11, 1989
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: November 15, 1989
INSTRUCTION

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The Board of Education believes that the flag of the United States is a symbol of the values of our nation, the ideals embedded in our Constitution and the spirit that should animate our district.

The district shall purchase a United States flag, flag staff and the necessary appliances for its display upon or near every school building. There shall be a flag on display in every assembly room of every school.

The flag shall be flown at full- or half-staff pursuant to law. In addition, the flag may be flown at half-staff to commemorate the death of a present or former Board member, employee or student.

Consistent with national and state law and regulations and this policy, the Superintendent of Schools shall develop rules and regulations for the proper custody, care and display of the flag.

Ref:
Education Law §§418; 419; 420; 802
Executive Law, Article 19
8 NYCRR Part 108
Lapolla v. Dullaghan, 63 Misc 2d 157 (1970)

Adopted: September 30, 1992
Revised and Adopted: October 27, 2016
MILFORD CENTRAL SCHOOL DISTRICT
REGULATION #4311.1-R
DISPLAY OF THE FLAG

Flags Displayed Out-of-Doors and on Movable Hoists Indoors

A United States flag shall be displayed in front of every school building in the district every day that school is in session and at such other times as the Superintendent of Schools shall direct. Unless otherwise stated, the flags shall be flown at full-staff. The flags may also be displayed at night upon special occasions, at the discretion of the Superintendent, when it is desired to produce a patriotic effect.

In addition to days when school is in session, the flags will be displayed on the following days if school is open to the public: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, the Fourth of July, Labor Day, September 11th Remembrance Day, POW/MIA Recognition Day, Columbus Day, Veterans Day, Thanksgiving Day, Pearl Harbor Day and Christmas Day. If any of these days (except Flag Day) falls on a Sunday, the flag shall be displayed on the next day. In addition, the flag shall be displayed on each general election day and each day appointed by the President of the United States or by the Governor of New York as a day of general thanksgiving or for displaying the flag.

Flags shall be flown at half-staff on Pearl Harbor Day, on September 11th Remembrance Day, on days commemorating the death of a personage of great importance, and on days designated by the President or the Governor.

Flags on individual buildings may be flown at half-staff for 7 days if a present employee or student in that building dies. All flags in the district are flown at half-staff on the day of the funeral of a present employee or a present student. The flag shall also be flown at half-staff the day of the funeral of any former staff member well-known in the school. This will be at the discretion of the Superintendent.

All flags in the District are to be flown at half-staff when a present Board member dies and are kept at half staff for 7 days. All flags are put at half-staff on the day of the funeral of a former Board member.

The flag will not be displayed on days when the weather is inclement.

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

In half staffing the flag, it first should be hoisted to the peak for an instant and then lowered to the half-staff position. The flag shall be again raised to the peak before it is lowered for the day. The flag shall never be put at half mast in the middle of the day. It must be put at half mast in the morning only.

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in each assembly room of every school in the district. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Adopted: October 27, 2016
AIDS INSTRUCTION

In compliance with the regulations of the Commissioner of Education, the district will provide classroom instruction concerning Acquired Immune Deficiency Syndrome (AIDS) as part of a sequential and comprehensive health program for all students, K-12. Instruction will be offered during regularly scheduled classes. Such instruction will be age-appropriate, and include the following information.

1. The nature of the disease;
2. Methods of transmission of the disease; and
3. Methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).

A student may be excused from that segment of AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Superintendent of Schools. The request shall give assurance that such instruction will be given at home.

The Board shall establish an advisory council which shall be responsible for making recommendations on content, implementation, and evaluation of the AIDS instructional program. The advisory council must consist of Board members, appropriate school personnel, parents and community representatives, including representatives from religious organizations.

First Reading: September 12, 1992
Adopted: September 30, 1992
The Board of Education shall ensure that every student identified as a Student with a Disability (Student), including those of preschool age, are provided with equal access and opportunities to participate in District programs in the least restrictive environment.

- District programming includes all extracurricular and nonacademic activities in addition to general education programs and supports.

- Parents/legal guardians of students with disabilities, including students placed in out-of-district programs by the District, shall receive timely notice of such District programs and activities.

- The CSE Chairperson and/or the Building Administrator charged with implementation of the §504 Committee shall be responsible for the identification of each student who requires supports or accommodations to access District programs and services. That same person shall also be responsible for arranging for the necessary accommodations or supports to allow the student to access such programs.

This policy is applicable to all students identified under Part 200 of the Commissioner’s Regulations as well as students who qualify for such accommodations under §504 of the Rehabilitation Act (“504”).

This policy shall remain in full force and effect unless modified by the Board of Education.

Ref:

8 N.Y.C.R.R. §200.2(b)(1)

Adopted October 28, 1992
Revised September 21, 2017
The Board of Education recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York’s Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs.

Therefore, the district will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services. In addition, the district will provide special services or programs to enable students with disabilities to be involved in and progress in the general curriculum, to the extent appropriate to their needs.

To fulfill its responsibility to educate students with disabilities in the least restrictive environment, the district will implement the provisions of Section 200.6 of Commissioner’s regulations as appropriate for the District.

Furthermore, and pursuant to those provisions, students with disabilities placed together for purposes of receiving special education will be grouped by similarity of individual needs including their range of academic achievement, functional performance and learning characteristics, social and physical development, and management needs.

The Superintendent will establish a process for ensuring that the CSE or CSE subcommittee Chairperson, as appropriate, obtains an up-to-date copy of those provisions at the beginning of each school year, and copies of any amendments that become effective during the school year.

The Board also recognizes that the least restrictive environment requirements established by applicable law and regulations also extend to nonacademic settings. Therefore, the District will provide students with disabilities the opportunity to participate with non-disabled students in school-sponsored co-curricular and extracurricular activities, to the maximum extent appropriate to each individual student’s needs. The District also will provide students with disabilities with supplementary aids and services the CSE or CSE subcommittee, as applicable, determines to be appropriate and necessary for the students to participate in such activities.

Ref:

Individuals with Disabilities Education Act (IDEA) 20 USC §§1400 et seq.
8 NYCRR §§ 200.2(b)(4); 200.6

Former Policy 4321.1 “Allocation of Space for Special Education Programs & Students”
Deleted: September 21, 2017

New Policy 4321.1 “Provision of Special Education Services in the Least Restrictive Environment”
Adopted: September 21, 2017
In accordance with the IDEA and Part 200 of the Commissioner’s Regulations, and Section 504 of the Rehabilitation Act, the Board of Education has implemented a plan and policy to establish pre-referral interventions to remediate student educational performance before initiating a referral to the Committee on Special Education (CSE) or the 504 Team.

Minimum Requirements — Documentation of Services Provided as a Result of Mandatory Screening of New Entrants

All new entrants to the District shall be screened for possible disabilities, giftedness, and limited English proficiency in accordance with Educ. L. §3204(2)(a). If a disability is suspected, then parents are notified and a referral may be made. If giftedness is suspected, a report is made to the parent and the Superintendent. New entrants include students entering the New York State (NYS) public school system, pre-Kindergarten through grade 12, either for the first time or re-entering a New York State (NYS) public school with no available record of a prior screening.

Students scoring below Level II on the NYS 3rd grade English Language Arts and/or mathematics test or students who obtain a comparable percentage score on the Regents Competency Test (RCT) in reading or writing require further diagnostic screening pursuant to Commissioner’s Regulation 117.2. Students exempted from testing as non-English-speaking shall be screened in their native language through similar procedures and shall be screened for suspected disabilities if they score below a Level II or receive a similar qualifying percentage score on the RCTs.

Screening shall be performed by appropriately trained and qualified personnel:

1. In the student’s native language, if the language spoken in the home is other than English;
2. Prior to the school year, if possible, or no later than December 1st in the school year of entry or within fifteen (15) days of transfer into a NYS public school for students who transfer in after December 1st;
3. Within 30 days for students with low test scores (scoring below Level II on the 3rd grade NYS ELA or mathematics assessment1)

Screening includes, but is not limited to:

1. A health examination performed by a health care provider or evidence of a health certificate;
2. A certificate of immunization or referral for immunization;
3. A vision, hearing, and scoliosis screening;
4. A determination of development in oral expression, listening comprehension, written expression, basic reading skills, reading fluency and comprehension, mathematical calculation and problem solving, motor development, articulation skills, and cognitive development using recognized and validated screening tools; and
5. A determination of whether the student is of foreign birth or ancestry and/or comes from a home where a language other than English is spoken, as determined by the results of a home language questionnaire and an informal interview in English and the native language.
Diagnostic screening for students with low test scores shall include, but is not limited to:

1. Vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student's ability to learn; and
2. A review of the instructional programs in reading and mathematics to ensure that explicit and research-validated instruction is being provided in reading and mathematics.

The results of the diagnostic screening shall be reviewed, and a written report of each student screened shall be prepared by appropriately qualified District staff. Such report shall include a description of diagnostic screening devices used, the student's performance on those devices, and if required, an appropriate referral.

Students with low test scores shall be monitored periodically through screening and ongoing assessment of the student's reading and mathematics abilities and skills. If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs, and there shall be increasingly intensive levels of targeted interventions and instruction.

A student who is suspected of having a disability shall be referred to the Committee on Special Education, 504 Team, or the Committee on Preschool Special Education, as appropriate, no later than fifteen (15) calendar days after completion of such diagnostic screening. Such referral shall be accompanied by the report of such screening.

Pre-referral Interventions and School-Wide Approaches:

In keeping with this policy, the building-level Response to Intervention (RIT) team shall be responsible for the investigation of all avenues for providing general education support services to enable students to advance academically. Services may include, but are not limited to, screening, remediation, Academic Intervention Services (AIS), Response to Intervention (RTI), and English as a Second Language (ESL) services, where applicable. Such services should be provided during the school day, and as appropriate during summers and must be afforded to any student who does not meet the minimum designated standards on State Assessments and to Limited English Proficient (LEP) students who do not achieve performance standards as defined in Commissioner’s Regulations. Consistent with the District’s AIS Plan, supplemental instruction in language arts, math, social studies, and science, as well as support services to deal with barriers to student progress such as attendance, discipline, health, family, nutrition, and transiency issues, shall be made available, as appropriate, to students who score at Level II or below the local passing grade and to students recommended for additional support by the IST.

School-wide approaches available to students in danger of not meeting graduation requirements will be considered prior to requesting a referral to the CSE and 504 Team. These school-wide approaches shall serve as pre-referral interventions prior to consideration of the need for Committee on Special Education (CSE) services or a 504 Plan.
The referral form shall enumerate all pre-referral interventions made available to the student to enable the CSE or 504 Team to determine the interventions used and/or the reason why such attempts were not made. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions were adequately used and to determine whether further interventions are necessary. When requesting a referral, a school employee shall include in the referral evidence that the student received research-based instruction in reading and mathematics, which shall include data maintained over regular intervals that reflect the student’s progress while receiving such instruction.

A CSE referral received by the Building Administrator shall be forwarded immediately to the Committee Chairperson upon receipt. A referral received directly by the Committee Chairperson shall be forwarded to the Building Administrator within five school days of receipt. In the event the student referred has not been considered for pre-referral intervention services, the CSE chairperson shall convene a meeting, in accordance with Commissioner’s Regulations, with the person referring the student (if not the parent/guardian) and the parent/guardian to consider withdrawal of the referral in order to provide such intervention services and shall notify the parent/guardian of their right to initiate a referral.

A 504 referral shall go directly to the 504 Team.

Ref:
8 NYCRR §§ 100.2(ii) & (ee); 101, 117, 154, 200.1(zz)(6), 200.4(a) and (j) and 207. NY Education Law §§3204, 3207, 4403.

Former Policy 4321.2 “Pre-School Special Education”
Renumbered 4321.13: September 21, 2017

New Policy 4321.2 “Pre-Referral Approaches & Interventions”
Adopted: September 21, 2017
INTRODUCTION

The School District has established the following policy on independent educational evaluations for children with disabilities or for children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education.

Parents of children with disabilities have the right under Federal and State laws and regulations to obtain an independent educational evaluation at public expense under certain conditions. (Commissioner of Education Regulations, Part 200.5(a)(1)(vi); Federal Regulations 34 CFR 300.503) A parent does not have the right to an independent evaluation if the School District has not conducted and completed its evaluation of the child. In addition, the State Education Department Publication A Parent’s Guide to Special Education: Your Child’s Right to an Education in New York State, discusses independent evaluation requirements. This document is available from the District upon request.

The School District has adopted this policy in order to explain the rights of parents and the responsibilities of the School District with regard to independent educational evaluations and to avoid any misunderstandings.

DEFINED

An independent educational evaluation means an evaluation conducted by a person who is not employed by the school district responsible for the education of the child. Such an evaluation is for the purpose of determining a child’s eligibility for special education or related services, and for planning to meet the child’s educational needs.

If the parent disagrees with the evaluation conducted by the School District, the parent has a right to request an independent educational evaluation at public expense. The District may, in turn, request the parent to specify the areas of disagreement with the evaluation to show that its evaluation is appropriate, and may initiate an impartial formal hearing if it believes its evaluation is appropriate and does not intend to pay for the evaluation requested by the parent.

PUBLIC EXPENSE

Public expense means that the School District either pays for the cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent provided that the cost does not exceed the monetary amount established in this policy by the District. The amounts set forth in this policy are also those amounts which the District will pay when scheduling its own outside evaluations. Requests for an exception to the rates set forth should be forwarded in writing to the Chairperson of the Committee on Special Education (CSE) or Chairperson of the Committee on Preschool Special Education (CPSE).
RESPONSIBILITIES

When an independent educational evaluation is requested and approved by the School District and an evaluator is selected by the parent from the attached list, it becomes the responsibility of the person chosen to contact the School District to set forth in writing the services to be performed, the cost involved, the method of payment, dates of classroom visitations and discussions with school staff, and when a written report will be submitted.

The School District has the responsibility to designate a geographic area within which the parents would be limited in their search for an independent educational evaluator. The School District will not consider at public expense independent educational evaluators outside of Albany, Broome, Chenango, Delaware, Herkimer, Oneida, Otsego and Schoharie counties in NY State. Requests for an exception to the geographic area set forth should be forwarded in writing to the Chairperson of the CSE or CPSE as appropriate.

FURTHER INFORMATION

The School District has developed a policy on independent educational evaluations in order to avoid any misunderstanding and to ensure that the District is meeting its responsibility to provide an independent educational evaluation. Parents can obtain further information on independent educational evaluations by contacting the Chairperson of the CSE or CPSE at the School District, and also the State Education Department by contacting the Office for Special Education Services, requesting to speak to the Regional Associate assigned to this area.
1. Upon completion of the evaluation conducted by the School District and appropriate notice being given to the parent, the parent is requested but not required to send written notice of a request for an independent educational evaluation within forty-five (45) calendar days from the date of receipt of the School District’s evaluation.

2. The School District will not pay more than $750 for a comprehensive independent educational evaluation that would meet the requirements under Commissioner’s regulations, which may require an individual psychological evaluation, a physical examination, a social history and other suitable examinations and evaluations as may be necessary to ascertain the physical, mental and emotional factors which may contribute to the suspected disability.

3. The School District has established a list of specific rates and qualified professionals in private practice in this county and adjoining counties or employees of other public agencies to whom parents may go to secure an independent educational evaluation. The School District will pay for an evaluation performed by an employee of any other public school district or BOCES within the county or any adjoining county whom the parent chooses to employ as an independent educational evaluator at the then-current hourly rate paid to that licensed or certified individual which the School District would pay were it to request such an evaluation.

4. The School District will pay for an independent educational evaluation or assessment only if conducted by an individual who possesses current license or certification from the New York State Education Department in the area of the evaluation. The School District will permit parents to select any independent educational evaluator who is in the county in which the School District is located or within any adjoining county at the time the parent makes the request, as long as the individual selected by the parent is appropriately certified or licensed by the State of New York.

5. An independent education evaluation requested by a parent which typically would not be conducted by school certified-licensed personnel would require the parent to demonstrate that unique circumstances justify such an evaluation.

6. The independent educational evaluation must be conducted in accordance with the federal and State regulations, which require that, at a minimum:

   a. tests and other evaluation materials
      i. are provided and administered in the child’s native language or other mode of communication, unless it is clearly not feasible to do so;
      ii. have been validated for the specific purpose for which they are used; and
      iii. are administered by trained personnel in conformance with the instructions provided by their producer.

   b. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
c. tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

d. no single procedure is used as the sole criterion for determining an appropriate educational program for a child.

e. the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

7. The School District, upon receiving a request for reimbursement for an independent educational evaluation, will forward an acknowledgment letter to the parent with a copy to the evaluator within ten calendar days after receipt of the request. Any information needed by the School District to reach a decision regarding payment will be set forth in the letter.

8. If denial for reimbursement is indicated, the reason(s) for that denial, as well as the School District’s intention immediately to initiate a hearing regarding such denial, will be forwarded to the parent in writing with a copy also being forwarded to the evaluator. If the District agrees to pay for the evaluation, the parent and the evaluator will be notified by letter.

Ref: 20 USC §1415(d)(2)(A)
     34 CFR §300.502
     8 NYCRR §§ 200.1(z); 200.5(a-c) and (g)

Adopted as Policy #4321.6: May 8, 2003
Revised: August 28, 2003
Renumbered to Policy #4321.15: September 21, 2017
Renumbered to Policy #4321.4 and Revised: January 14, 2021
The Board of Education recognizes the importance of ensuring the confidentiality of personally identifiable data pertaining to a Student with a Disability under the Individuals with Disabilities Education Act (IDEA) and the Family Education Rights and Privacy Act (FERPA) and in compliance with federal and state laws and regulations. Personally identifiable data will not be disclosed by any District employee or member of a CSE/CPSE to any person (other than the Parent of the Student), organization or agency unless the Parent or person in Parental relationship of the Student provides written consent, there is a valid court order for such information; or disclosure is permitted by law.

Consistent with FERPA, the District may disclose personally identifiable information in a Student’s education records, including the Student’s IEP, to school personnel with “legitimate educational interests.” In disclosing such information, the School District will:

- Protect the confidentiality of the IEPs provided to teachers and providers, and ensure that all persons accessing, reviewing or using the IEPs receive training or instruction regarding FERPA requirements;
- Ensure that the teachers, related service providers and other service providers who the District determines to have legitimate educational interest, and who receive a copy of an IEP are informed about their respective obligations to maintain confidentiality of the Student’s records to not disclose personally identifiable information from the IEP of a student without consent of the Parent.

Ref:
8 N.Y.C.R.R. 200.2(b)(6)
Family Rights and Privacy Act
Individuals with Disabilities Education Improvement Act of 2004

Adopted: September 21, 2017
The Board of Education of the Milford Central School District intends to ensure that every Student with a Disability (Student) determined by the Committee to require instructional materials in alternative formats receives them at the same time as they become available in regular format to nondisabled students.

Definitions and Terms

In accordance with this policy, any medium or format used for the presentation of instructional materials as part of any course curriculum offered by the District, other than a traditional print textbook, including but not limited to Braille, large print, open and closed captioned, audio, or electronic files, shall be provided in alternative formats, where necessary, to ensure that a Student identified with a Disability, as defined below, receives such materials in an appropriate format at the same time as they are made available to nondisabled students.

This policy is applicable to all Students identified with Disabilities under Part 200 of the Commissioner’s Regulations as well as Students who qualify for such accommodations under §504 of the Rehabilitation Act (“504”).

Preference to Vendors Able to Provide Timely Delivery of Instructional Materials in Alternative Formats

It shall be the policy of the Board of Education to give preference in the purchase of instructional materials to those vendors determined by the Board of Education as able to meet the District’s obligation to provide all instructional materials in alternative formats to Students with Disabilities who require them at the same time as they are made available by the vendor to nondisabled students in regular format.

In accordance with this policy, the CSE Chairperson shall require that all bids for instructional materials shall provide the following information:

- A list of alternative formats routinely offered by the vendor; including the vendor’s capacity to convert to accessible formats those materials it provides in the form of an electronic file.

- The advance notification required by the vendor from the District to provide instructional materials in an alternative format as compared to the notification required for placing orders of instructional materials in regular formats.

All prospective bidders shall be notified in writing that the Board will give preference to those bidders able to guarantee receipt of alternative formats at the same time as regular formatted materials.
Electronic Files

When an electronic file is provided to the District to be used by Students with Disabilities, the District will either:

a. Require the vendor, wherever necessary or cost effective, to convert those instructional materials to formats accessible to those Students with Disabilities who require an alternative format; or

b. Where practicable and at its discretion, the District shall, convert the electronic files into formats accessible to those Students whose disabilities would otherwise preclude them from access to such files.

The CSE Chairperson is directed to identify, rent, purchase, or arrange to access the necessary software or other technology needed to convert an electronic file into a format accessible to such students to ensure that they are available to the students at the same time as the instructional material is available to nondisabled students.

It shall be the obligation of the Committee on Special Education (CSE) chairperson or the Building Administrator charged with implementation of the §504 Committee, as applicable, to identify each Student with a Disability who requires instructional materials in alternative formats, to develop and forward to the CSE Chairperson, as soon as practicable but in no event any later than three (3) months prior to their use, a list of the alternative formats and materials required in such forms.

It shall be the obligation of the Chairperson of the CSE or the Building Administrator charged with implementation of the §504 Committee, as applicable, to identify each Student with a Disability who transfers into the District during the school year who requires instructional materials in alternative formats and to contact the sending district to seek to borrow (even if for an interim) or purchase any instructional materials the former district obtained for the Student, when it is not practicable to secure for the Student similar materials in a timely manner from the vendor.

This policy shall remain in full force and effect unless modified by the Board of Education.

Ref: 8 N.Y.C.R.R. 200.2(b)(10)

Former Policy 4321.6 “Independent Educational Evaluations”
Renumbered 4321.15: September 21, 2017

New Policy 4321.6 “Instructional Materials In Alternative Formats For Students With Disabilities”
Adopted: September 21, 2017
The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers.

**Testing Accommodations**

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Examples of testing accommodations are: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student’s Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Service Plan (SP). If it is determined that a student should participate in alternative assessments instead of the standard statewide or districtwide tests, the CSE must indicate the reasons for doing so on the IEP, IESP or SP. The 504 committee will include the appropriate test accommodations as part the 504 plan.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among district staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, the building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.
Universal Design Principles in Districtwide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of ensuring equal access to districtwide assessments and to ensure the most accurate measure of the performance of all students. The Board directs the Superintendent, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the district’s assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent will explore how district assessments can be:

- Made more usable by students with diverse abilities.
- Designed to better accommodate a wide range of individual preferences and abilities.
- Made more understandable.
- Made to communicate necessary information to students more effectively.
- Designed to minimize adverse consequences of accidental or unintended actions.
- Used more efficiently and comfortably and with a minimum of student fatigue.

Ref:
Individuals with Disabilities Education Act (IDEA), 20 USC §§ 1401(35); 1412(a)(16)(E); 34 CFR §§ 300.44
Assistive Technology Act, 29 USC 3002(19)
8 NYCRR §§ 200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)

Adopted: September 21, 2017
Pursuant to applicable Federal and State law and regulations, the Board of Education adopts the following policies and procedures governing the selection and compensation of Impartial Hearing Officers (“IHOs”) to conduct hearings involving the provision of a Free Appropriate Public Education requested pursuant to Education Law §4404(1), Part 200 of the Regulations of the Commissioner of Education and the Individuals with Disabilities Education Act (IDEA):

1. Maintenance of Impartial Hearing Officer List - The Board shall adopt the list of State-certified Impartial Hearing Officers appearing on the Impartial Hearing Reporting System (IHRS) rotational list as maintained by the State Education Department, pursuant to the Regulations of the Commissioner of Education.

2. Selection of IHO - The District Clerk or CSE administrative assistant shall obtain, on behalf of the District, a user name and password to access the IHRS list to identify the next available IHO on the rotational list who (i) is certified by the Commissioner of Education pursuant to §200.1(x)(4) of the Regulations of the Commissioner; (ii) is available to serve as defined in the Commissioner’s Regulations; and (iii) accepts the Board’s terms and conditions governing such appointments as set forth herein.

3. Upon receipt of a request to schedule an impartial hearing, the District Clerk or CSE Administrative Assistant shall immediately forward such request to the Committee on Special Education (CSE) Chairperson, who shall begin the appointment process no later than two (2) business days after the District’s receipt of such request. The appointment shall be offered in accordance with IHRS procedures.

- The District Clerk or CSE Administrative Assistant shall inform the next available IHO, both orally and in writing, of the District’s policy on compensation and reimbursement of expenses for hearing-related activities. A hearing officer shall not be deemed available without written confirmation of his/her availability to rule on a sufficiency compliant within five (5) days of receipt of a notice of insufficiency (and/or of his/her availability to initiate the hearing within fourteen (14) days after the Resolution process is completed) and acceptance of the terms and conditions of the appointment as set forth in the District’s policy. Should a prospective IHO decline appointment or fail to respond within twenty four (24) hours after the District has made reasonable efforts to contact the named individual, the District Clerk or CSE Administrative Assistant shall offer the appointment to the next IHO on the rotational list until such appointment is accepted.

- The impartial hearing officer shall not accept appointment if he or she is serving as the attorney in a due process complaint in the same school district or has served as the attorney in a due process complaint in the same school district within a two-year period of time preceding the offer of appointment; or if he or she is an individual with special knowledge or training with respect to the problems of children with disabilities who has accompanied and advised a party from the same school district in a due process complaint within a two-year period. Pursuant to the Regulations of the Commissioner, the Board designates and authorizes the President or Vice President of the Board to appoint the impartial hearing officer immediately upon selection.
4. **Compensation of IHOs** – The District shall compensate IHOs at the maximum rate established by the NY State Education Department Director of the Division of the Budget. Currently, this rate is $100.00 per hour for pre-hearing, hearing, and post-hearing activities.

5. **Cancellation Fees** – The Board does not authorize payment of any cancellation fees.

6. **Reimbursement for Related Expenses** - IHOs will be reimbursed for automotive travel expenses at the IRS-approved rate up to a maximum of 150 miles per day of the hearing, for reasonable meal expenses on the day of the hearing consistent with expense rates permitted for District staff, and for preapproved overnight lodging costs and mailing costs.

7. **Additional Expenses or Fees** (other than those explicitly stated) – The Board does not authorize the payment of any additional expenses or fees.

8. **Payment for Services Rendered** — Unless otherwise approved, payment shall be made within thirty (30) days following the District’s receipt of the final decision of the hearing officer and an itemized bill of time spent with receipts for reimbursement of authorized expenses.

This policy shall remain in full force and effect unless modified by the Board of Education.

**Ref:**

Education Law § 207, 4404 (1)

8 N.Y.C.R.R. 200.2 (e)(1), 8 N.Y.C.R.R. 200.1 (x); 200.5(j).

Adopted: September 21, 2017
General Policy Statement
It shall be the policy of the Board of Education of the Milford Central School District, to refer a Student with a Disability (Student) to the Committee on Special Education (CSE) to consider whether the student should be declassified when the student is believed to possess the ability to meet the learning standards in a regular education program without special education or related services.

Reevaluation Prior to Declassification
Only the Committee on Special Education is authorized to declassify a student. Prior to recommending declassification, the CSE shall conduct a reevaluation.

Prior Notice and Consent to Conduct a Reevaluation
Prior to such reevaluation, the CSE shall provide, to the parent/guardian and/or student, as applicable, prior notice that a reevaluation is being sought to consider declassification and shall request input and written consent to conduct any formal assessments or tests recommended.

If the initial request for consent is unsuccessful, alternate measures to obtain consent shall be taken and documented. If reasonable documented attempts have been made to obtain consent and no response is received from the parent/guardian or student, as applicable, the CSE shall re-evaluate the student, upon notice to the parent/guardian, without written consent as authorized by 200.5(b)(1)(i)(b).

Determination of the Extent of Reevaluation
In order to determine the extent of reevaluation necessary, appropriate school personnel, members of the CSE, with input from the parent/guardian and the Student, as applicable, and other qualified professionals, shall consider and review the existing evaluation data on the Student, including evaluations provided by the parent/guardian or persons in parental relationship, current class assessments, observations by teachers, and reports by related service providers and other professionals. This review does not require a CSE meeting. On the basis of this review, the team may conclude that no further data is needed. If the team determines no formal testing is required to complete the reevaluation, the CSE Chair shall notify the parent/guardian and/or student, as applicable, of their right to request additional testing and upon confirmation that they do not seek further assessment, a meeting of the CSE shall be scheduled to consider whether, based on the current reevaluation, to recommend the student’s declassification.

Consideration of Regular Education Support and Declassification Support Services
In conducting its review, the CSE shall consider and recommend any regular education supports that may assist the student and shall consider the need for declassification support services. If recommended, the District will specify those services recommended, including the projected initiation date, and duration for such services. Declassification services shall be provided for no more than one year following the Student’s declassification date.

Consider Need for Continuation of Testing Accommodations and Second Language Waiver
In addition, the CSE shall consider the need to continue the student’s testing accommodations and, if recommended, shall ensure that such information is transmitted to appropriate school personnel to ensure that such accommodations are made available to the student. The Committee shall also determine, where applicable, whether to extend a second language waiver.
Consider Need for Referral to the §504 Committee

Where the CSE declassifies a student under Part 200 of the Commissioner’s Regulations, and the CSE determines that the student continues to have a disability that requires accommodations and/or modifications, the CSE/§504 Committee shall review the student’s needs and develop, as appropriate, a §504 Plan.

This policy shall remain in full force and effect unless modified by the Board of Education.

Ref:

Adopted: September 21, 2017
The Board of Education recognizes that, despite the district’s best efforts, there may be times when there might be a disproportionate representation of racial and ethnic groups in its special education programs and services, and/or with respect to the suspension of students with disabilities. To minimize the risk of such an occurrence, the Board has endeavored to adopt policies, practices and procedures for the district that are consistent with the IDEA and Article 89 of New York’s Education Law, and their implementing regulations.

Nonetheless, upon learning of a significant disproportionality either in the suspension, identification, classification and/or placement of the district’s students with disabilities, the Board will immediately review the district’s policies, practices and procedures to determine whether they are fully compliant with the requirements of the IDEA and Article 89, or require revisions. If changes are needed, the Board will take immediate steps to adopt and implement any and all necessary revisions.

The Board will inform the public of any revisions to the district’s policies, practices and procedures undertaken as a result of a finding of significant disproportionality. The Superintendent will notify school personnel responsible for implementing the revisions.

Ref:

Individuals with Disabilities Education Act, §§ 1412(a)(24); 1418(d); 34 CFR §§ 300.173; 300.646
8 NYCRR §§ 200.2(b)(15).

Adopted: September 21, 2017
The Board of Education intends to ensure that a preschool Student with a Disability (Student) has opportunities to participate in the District’s preschool programs, including timely evaluation and placement.

The Director of Special Education and/or the Chair of the Committee on Preschool Education (CPSE) shall ensure that the parents understand that the District may not proceed with a referral and evaluation of a preschool child without written parental consent.

Upon receipt of a recommendation from the CPSE that a preschool student is a preschool Student with a Disability, and eligible for special education services, the Board shall arrange for the Student to receive such programs and services in accordance with the Student’s Individualized Education Plan (IEP), commencing with a July, September, or January start date for the approved program, unless such services are recommended by the CPSE less than thirty (30) school days prior to, or after, the appropriate start date selected for the preschool Student with a Disability, in which case such services shall commence no later than thirty (30) days from the recommendation of the CPSE.

If the Board disagrees with the recommendation of the CPSE, it shall send the recommendation back to the CPSE with notice to the parents and the CPSE including a statement of the Board’s reasons and the need to schedule a timely meeting to review the Board’s concerns and to revise the IEP as deemed appropriate.

This policy shall remain in full force and effect unless modified by the Board of Education.

Ref:
8 N.Y.C.R.R. 200.2 (b)(2)
8 N.Y.C.R.R. 200.2 (b)(5)
8 N.Y.C.R.R. 200.2(d)(2)
8 N.Y.C.R.R. 200.16(f)

Adopted: September 12, 1990 as Policy #4321.2
Renumbered 4321.13: September 21, 2017
Revised: September 21, 2017
The training of highly qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of a Student with a Disability.

The Principal 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 and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.

The Superintendent, in consultation with the Principal, shall establish administrative practices and procedures that identify the measurable steps the District shall take to recruit, hire, train, and retain highly qualified personnel as defined in state and federal regulations.

This policy shall remain in full force and effect unless modified by the Board of Education.

Ref:
8 N.Y.C.R.R. 200.2(b)(3)
8 N.Y.C.R.R. 200.2(b)(12)
34 C.F.R. 300.18

Adopted: September 21, 2017
The Board of Education is committed to supporting all students so they are college- and career-ready upon graduation or are able to demonstrate post-school adult living and functional skills, as appropriate. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma or credential option based on their Individualized Education Plan (IEP).

**Regents Diploma or Regents Diploma with Advanced Designation**

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

**Local Diploma**

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

**Career Development and Occupational Studies (CDOS) Commencement Credential**

Students with disabilities may earn a CDOS credential along with a high school diploma, or as a separate credential without a diploma, provided the student met the criteria for the CDOS credential and attended at least twelve (12) years of school. The CDOS credential recognizes a student’s work-readiness skills by meeting standards set forth in state regulations.

Receipt of a CDOS credential without a high school diploma does not preclude the student’s eligibility to continue to work toward completion of the requirements of a local diploma. A student continues to be eligible to receive a free appropriate public education (FAPE) until the end of the school year in which they turn twenty-one (21). The CDOS recognizes the student possesses the knowledge and work-readiness skills necessary for entry-level employment.

**Skills and Achievement Commencement Credential**

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a Skills and Achievement Commencement Credential pursuant to the requirements of Commissioner’s Regulations 8 NYCRR §100.6.
Continued Right to Educational Services

If a student receiving a Skills and Achievement Commencement Credential is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one (21) or until the student has earned a high school diploma, whichever is earlier.

Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9

Adopted: March 5, 2020
REMEDIAL INSTRUCTION

The Board of Education, in its commitment to providing an educational program which meets individual student needs, recognizes the importance of remedial instruction. The Board therefore directs the Superintendent of Schools to oversee the development, maintenance and evaluation of a remedial instructional program. The program will specifically address the needs of students who must be provided remedial instruction as a result of test scores on state-required tests (in compliance with the Regulations of the Commissioner), as well as the needs of all students who are having difficulty in any subject.

To determine student eligibility for such a program, the Superintendent or his/her designee shall design appropriate student assessment procedures. Assessment shall be a collaborative effort involving parents, regular classroom teachers, guidance and special education personnel. Referrals may be initiated by the Building Principal, and/or classroom teachers, based in on low student scores on state competency tests, but also taking into consideration a broad range of student needs.

Individual assessments shall attempt to gauge a student's need for emotional and/or physical health services, and seek to determine whether his or her academic performance has a basis in a physical or emotional handicapping condition. Student learning style and level of proficiency in speaking, reading and writing English must also be assessed. If the latter is a factor, instruction in English as a second language and/or bilingual instruction shall be provided prior to any determination regarding the need for further specialized instruction. All transfer students and new entrants shall be screened to determine their need for remedial instruction.

If a student is eligible for remedial instruction, he or she shall be assigned to a teacher trained in remedial programs. Inservice training in remedial methods and programs shall be provided to all teachers periodically.

The actual instruction shall vary in approach. Lessons with trained faculty shall be scheduled during the school day, but all faculty members should be available after school hours to provide a period of help, instruction and make-up work. Teachers shall coordinate remedial instruction with the student's regular class work and homework load. Teacher are encouraged to involve parents, community volunteers, teacher aides/assistants and student peers whenever possible.

All remedial instruction programs shall be evaluated yearly. Evaluation shall be based on objective student outcomes, including test scores, classroom performance, and student behavior. When seeking to improve existing programs, the Superintendent or his or her designee shall research effective program models used by other districts in New York State and nationally. Such models shall be adapted to district resources and needs. All program outlines shall be submitted to the Board for prior approval.

In addition, the district shall seek all applicable state and federal funding to improve its remedial instruction programs and services.

Adopted: October 28, 1992
The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to here as "English Language Learners" or ELLs), will be more effective learners of both the language and the curriculum if they receive a comprehensive program of instruction and a full array of educational support services. The District will therefore endeavor to ensure that ELL students are identified, and provided with an appropriate program.

Pursuant to this policy and the regulations of the New York State Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that ELL students are:

1. screened to determine if the student is an ELL in accordance with Parts 117 and 154 of the Commissioner's Regulations;
2. identified, as appropriate, as an ELL student with a disability;
3. annually evaluated to determine continued ELL eligibility;
4. assured of access to appropriate instructional and support services; and
5. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

The Superintendent of Schools shall be responsible for ensuring that the Commissioner of Education is provided with all information regarding ELL students required under the Commissioner's Regulations. The District will also provide assurances that it is providing appropriate school-related information to the parents (or persons in parental relation) of ELL students in English and the language they best understand.

The District will provide an orientation program annually for parents of newly enrolled ELL students. Individual annual meetings will be held with ELL parents at least once a year to discuss the goals of the ELL program and their child's language development, in addition to regular parent/teacher meetings.

The Superintendent of Schools shall ensure that all teachers employed for any bilingual and/or English as a New Language (ENL) program are properly certified in accordance with the Commissioner's Regulations, and that all teaching staff receive appropriate professional development on ELL students.

Ref

Education Law §3204
8 NYCRR §§80.9; 80.10; 117; 154 et seq.

Adopted: September 12, 1990
Revised: October 11, 2018
Homebound instruction is a service provided to students who are unable to attend school due to medical, emotional or disciplinary problems. Secondary students receive instruction for two hours per day (or ten hours per week) and elementary students receive one hour per day (or five hours per week). Students will receive credit acceptable completion of for their work while on homebound instruction, as determined by the student’s classroom teacher.

The district makes provisions for homebound instruction upon referral from the Principal following the guidelines established by the Superintendent of Schools for placing a student on homebound instruction.

Homebound instruction will strive to keep the student on pace to rejoin his/her class and maintain academic progress. The Board recognizes that students who are out of school for extended periods of time are at risk of falling behind academically and/or losing connection to the school community. The Board directs the administration to evaluate periodically whether homebound instruction is effective in keeping students on track to graduate, and if not, to take steps to improve instruction and implement approaches and/or offer services that support the transition back to school.

Resident children attending public or nonpublic schools who qualify for homebound instruction due to medical, emotional or disciplinary action shall be provided with such instruction in accordance with New York State Education Law and Commissioner's Regulations 175.21.

Procedures for students requiring home tutoring shall be developed under the direction of the Superintendent or his/her designee.

Ref:
Education Law §§1709(24); 4401 et seq.
8 NYCRR §175.21

Adopted: May 12, 1999 as “Home Tutoring Policy”
Renamed, Revised, and Adopted as “Homebound Instruction”: November 15, 2018
A student with a temporary disability that makes school attendance impossible or inadvisable shall receive individual instruction in a public location, the student’s home or in a hospital or other residential health facility. This instruction applies to students incurring a physical or mental disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention.

Eligibility for home/hospital instruction for regular education students shall be determined by the Principal. Eligibility for home/hospital instruction for students with disabilities shall be determined by the CSE Chairperson in conjunction with the Committee on Special Education (CSE) in accordance with their Individual Education Program (IEP), with the services to be in the least restrictive environment.

APPLICATION

1. The following information must be supplied by the physician:
   a. the reason home instruction is necessary;
   b. the medical condition including history, prognosis and medication;
   c. the course of action for treatment;
   d. the length of time needed for home instruction; and,
   e. Physician’s signature (stamped signatures will not be accepted).

2. The Principal will verify the need for home instruction and then grant or deny the request. This verification may include contacting the student’s physician regarding diagnosis or treatment.
   a. If the student has an IEP or 504 Plan, the student’s CSE or 504 Team will be part of the planning for home instruction.
   b. If the student is being recommended for home instruction for a disability that is not temporary without special intervention, the student will also be referred to the CSE to determine if the student should be classified as a student with a disability.
   c. Non-classified students whose home instruction is expected to exceed 60 calendar days, shall be referred to CSE or a 504 Team for evaluation.

3. Parents shall be notified regarding approval or denial within five school days after receipt of the Application for home/Hospital Instruction.

4. Home Instruction is authorized by the District, not the student’s physician.

5. Home/Hospital Instruction will not be assigned when there are less than ten (10) days remaining in the student’s school year.
APPROVAL – STEPS IF APPLICATION IS APPROVED

1. Upon notification by the Principal that a student is on homebound instruction, the teacher of the individual subject should make available to the Principal all future assignments and tests, as administered, and changes in text materials, if any.

2. The homebound teacher will pick up all pertinent books and materials at the school that the student is currently attending. All materials will be located in the main office of each building.

3. Upon sending out the progress reports at the end of each marking period, the homebound teacher should consult the Principal or designee concerning any negative comments. If the student is a student with a disability, the CSE Chairperson should also be contacted.

4. Periodically there will be a review by the Principal concerning the continued need of those students with a psychological condition receiving homebound instruction. A similar procedure will be followed by the School Physician in the case of those students who have been placed on homebound instruction for medical reasons.

5. Home Instruction is not an alternative voluntary program for student’s education. The purpose of home teaching is to minimize loss of instruction while a person is too ill to attend regular school. The severity of illness is determined through a doctor’s diagnosis, and educational alternatives are considered before home teaching is authorized. The student returns to regular school as soon as he/she is healthy enough to do so.

RETURN TO SCHOOL

1. Each student must have a specific date of conclusion on the request for Home/Hospital Instruction.

2. Students are expected to return to school on the date approved on the Application for Home/Hospital Instruction.

3. At least one week before the conclusion of home/hospital instruction, parents should contact the school nurse (grades K-5) or the school counseling office (grades 6-12) to make an appointment for the student’s re-enrollment.

4. When the physician releases the student, he/she may return to school:
   a. if a student is returning to school at the end of the term originally prescribed by the physician, no doctor’s release note is required;
   b. if a student is returning to school before the end of the term originally prescribed by the physician, a doctor’s release note is required. The doctor’s early release certification will need to be brought to the school of residence prior to the student’s return to school.

5. All home/hospital placements automatically terminate at the end of the student’s instructional school year. Should the need for home/hospital instruction still exist for the next school year, the parent must reapply for the services.
PARENT RESPONSIBILITIES

It is the desire of the District to provide a positive and meaningful educational experience for your child while they are on the Home/Hospital Instruction. We will provide a teacher for up to five (5) hours per week for elementary student and ten (10) hours per week for secondary students. The teacher will work closely with your student’s regular classroom teacher(s) to ensure a current and relevant curriculum is being offered.

The District reserves the right to cancel Home/Hospital Instruction if the student is not benefitting from the program, or the conditions in which instruction is provided is not conducive to learning, or if the number of student absences is excessive.

In order to provide the best possible instructional program during this time, we are requesting that the parent participate in the following ways:

1. it is required that the parent or an adult be in the home during the instructional time. No instruction can take place in the student’s home without an adult present; and,
2. ensure that the student is present when the instructor arrives,
3. supervise the student in following through with assignments;
4. report any problems with home instruction to the Principal or his/her designee;
5. provide an environment for study that is quiet, well lit, and free from interruptions. Pets should be secured in an area away from the student/teacher study area;
6. no siblings should be present in the room during lesson time. If other arrangements need to be made, discuss this with the home teacher;
7. the home teacher shall be in charge when instruction begins;

HOME TEACHER RESPONSIBILITIES

The home teacher for your child has been selected from teachers previously approved by the Board of Education. These home teachers will be assigned by the Building Principal or his/her designee.

1. Homebound teachers must contact parent or guardian to set up time of instruction. If it is to be conducted in the home, the parent or guardian should be present during the period of instruction. The District recommends that instruction be held in a public place.
2. Maintain an effective and ongoing working relationship with the student’s classroom teacher(s) in order to obtain instructional materials (e.g., textbooks, worksheets, tests, and course objectives) that provide for a program as consistent as possible with the program available in the school setting.
3. Obtain the student’s schedule and/or IEP goals and strategies from appropriate staff.
4. Submit required forms in a complete and timely manner as requested by the Building Principal or his/her designee.
5. When requested, grades must be submitted for each student in each subject in which the student received instruction to the Building Principal or his/her designee at the end of the home teaching period or the end of a grading period.

6. The home teacher will maintain all attendance records for each student on their roll and submit to the Building Principal or his/her designee at the designated times.

7. The home teacher will not be responsible for grading of the student unless other arrangements are made between the classroom teacher and the home teacher.

8. After two attempts to deliver the home instruction and the student is not there or the parent or other adult over 21 designated by the parent is not there, contact the Building Principal or his/her designee.

Adopted: November 15, 2018
The Milford Central School District Board of Education limits the participation in school-sponsored clubs; activities; and interscholastic or intramural athletics to students enrolled in and attending the District which includes students attending programs at BOCES.

Ref:

8 NYCRR §135.4(c)(7)

First Reading as Policy 4320.2: January 27, 1994
Adopted as Policy 4320.2: February 9, 1994

Amended, Renumbered and
Adopted as Policy 4328: November 14, 2019
SATURDAY SEMINARS

Parents will pay tuition for Saturday Seminars and be reimbursed if the student successfully completes the course. Transportation to and from Milford Central School will be furnished.

Adopted: September 12, 1972
Students in grades 9-12 who fail a course of study may attend summer school to make up credit. For purposes of calculating a final course average, the grade earned during the academic year will count 50% and the summer school grade will count 50%.

Students in grades 7 or 8 who attend summer school must earn at least a 75 in order to pass the course of study.

First Reading: November 12, 1997
Adopted: December 10, 1997
Amended: August 25, 1999
Amended: November 14, 2019
MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 4334
HIGH SCHOOL CREDIT FOR
COLLEGE COURSES

The Board of Education recognizes the value that college courses can add to a student's educational program. Accordingly, high school credit will be awarded to students who enroll in and complete approved courses offered by accredited colleges and universities, as follows:

1. Students who wish to participate in college courses must meet specific academic, grade level and course work requirements as set forth by the Superintendent of Schools.

2. The student will be responsible for obtaining a numerical grade from the instructor. No high school credit will be awarded without a numerical grade.

3. One semester of college course work (3 credit hours) shall be equivalent to 1/2 unit(s) of high school credit.

4. College courses taken on the initiative of the student and not offered as part of the district's curriculum shall be at the student's sole expense, including tuition, fees, books, and any other expense.

5. College courses taken by a student with a disability as part of that student's Individual Education Plan, as determined by the Committee on Special Education, shall be provided by the district at no cost to the student.

6. High school credit shall not be granted for any college course for which a student receives a failing grade.

Adopted: October 26, 2000
Revised: March 15, 2021
It is the policy of the Milford Central School District to delegate its decision making authority on student placement to the Principal.

Following the announcement of grade and teacher placements, an appeal may be made by the parents in writing to the Principal. The Principal will convene a panel constituted of the Principal, the previous year’s teacher, the new teacher, and a member of the guidance staff. From that meeting, a statement of rationale for the student’s placement will be developed.

The panel’s decision is appealable to the Superintendent of Schools. It is not appealable beyond that point.

Adopted: February 9, 1994
Revised: October 11, 2018
The Board of Education believes that district administrators should have final responsibility in determining the parameters for student schedules and course loads. All student schedules must conform to state requirements, and work to enhance student learning opportunities and improve individual academic achievement.

The Board encourages course scheduling designed to accommodate teaching styles and subject materials which may not readily conform to traditional 40-60 minute class periods. Scheduling which makes provision for team teaching and inter-disciplinary arrangements is also encouraged.

When making changes in district scheduling, administrators are encouraged to balance district budgetary concerns with overall instructional goals to achieve a system which is both flexible and cost-effective.
STUDENT SCHEDULES AND COURSE LOADS

1. DROPPING OF A COURSE: Students must drop a first semester or full year course by the third Friday of the first semester. Second semester courses must be dropped by the third Friday of the second semester. In the case mitigating circumstances are present (i.e. inappropriate placement) a committee made up of the student, his/her parents, the teacher, principal, and guidance counselor will meet and resolve the issue. Students dropping a course after the appropriate time will be given a withdrawn failed.

2. SENIOR TRIP: In order for seniors to be considered eligible for their annual senior trip, they must be involved at school as a full time student. A full time student is defined as one taking a full schedule consisting of at least five courses each semester in addition to physical education. The principal will be responsible for granting any exceptions.

; Approved: September 30, 1991
Students who wish to challenge a course at MCS must follow the process laid down in the Student Handbook and follow the policy herewith provided. Students may complete up to 6½ credits by means of challenging courses.

1. Challenge applications must be completed and filed with the Superintendent of Schools by the student two weeks prior to the time the student wishes to begin the challenged course. No challenges may be filed after February 1 for that school year.

Guidelines for Approval: The Superintendent of Schools or his/her designee will review the student's past academic record to ensure that the student has received above average final test and course grades in the majority of his/her courses, but especially in the subject area for which credit is being sought without the unit of study, and specifically a 85 or above in 80% of the student's courses and final tests. Exceptions to these criteria need the approval of the building principal, academic environment committee, and superintendent. (Base the use of this provision upon a careful plan, not upon an ad hoc decision made during a student's enrollment in a particular course.) Require sufficient advance notice of all concerned to enable proper planning, especially for assessing the means by which the student expects to achieve the objectives of a course of study without enrolling in the course and development of an oral examination and project.

2. Once an application has been filed with the Superintendent, the Superintendent will either approve the application or submit it to his/her designee for approval within one week's time.

3. In approving or disapproving this application the Superintendent or the designee will meet with the appropriate teacher(s) and the guidance officer to discuss the feasibility of the challenge.

4. The Superintendent will appoint a teacher to supervise the student, if approved, and will advise the supervising teacher of his/her responsibilities for supervising and evaluating the student.

5. The Superintendent will advise the student of the approval or disapproval of the challenge.

6. The supervising teacher will accept or not accept the appointment by the Superintendent based on the teacher's current working contract.
7. The supervising teacher will have the following responsibilities:

a. meet with the student on a regular basis, once a month or more if need be, to determine student progress;

b. design and evaluate in conjunction with the principal an appropriate project or oral examination to meet the requirements of the policy, and the level of achievement and mastery required by MCS for that course;

c. design and evaluate in conjunction with the principal a final examination, if the Regents in the discipline is not given at that level, and submit it to the State for approval.

Except as provided for second languages by the State Education Department, locally developed final examinations that are used as a means of earning units of credit without completing the units of study must be sent to the Division of Educational Testing, New York State Education Department, Room 760 EBA, Albany, NY 12234, for prior approval.

d. If the course is a science course, the supervising teacher will make the student aware of the laboratory requirements as explained in the New York State Commissioner's Regulations 100.5 for Course Challenges.

Student requirements for credit in challenged courses after the application has been approved:

a. must meet with supervising teacher once a month or more to demonstrate progress; and

b. complete the study of the course's content over the specified period of time; and

c. if challenging a science course, must demonstrate proficiency in a range of inquiry and laboratory (field) skills which are equal to the skills expected to be achieved by a regularly enrolled Regents diploma level science student; and

d. take an oral exam or complete a project that has been determined by the principal and supervising teacher and meet the level of achievement and mastery required by Milford Central School; and

e. take the State-approved final exam or Regents if available for the course and achieve a score of at least 85%.

Adopted: April 10, 1996
APPLICATION FOR COURSE CHALLENGE

1. Student Name: ____________________________ Date: ______
2. Grade Level: _______
3. Name of Course to be Challenged: _______________________
4. Student's Past Academic Performance (Guidelines for administrator: Review the student's past academic record. Ensure that the student has received above average final test and course grades in a majority of his/her courses, but especially in the subject area for which credit is being sought without the unit of study, specifically 85% on 80% of their final tests and courses.)

STUDENT SHOULD SUBMIT TRANSCRIPT WITH APPLICATION.

5. Student: Briefly explain why you want to challenge this course.

6. Time Period of Challenge: Date to Begin: Date of Completion: ______
7. Parent Approval: Date:

parent signature

8. Superintendent Approval:

Superintendent's signature

9. Supervising Teacher Assigned: Name
ACADEMIC SUPPORT

It is the policy of the Milford Central School District to provide appropriate additional instructional support for students experiencing difficulty in learning. Interventions with these students and ongoing communication with parents and relevant pupil personnel staff should occur when needed to insure each student is provided with several opportunities to realize successful learning.

Adopted: February 9, 1994
ACADEMIC SUPPORT PROGRAM GUIDELINES

**1.** Seek out students having difficulty before it's too late to remedy the situation. Teachers to review grades on a weekly basis.
   a. Target students who have been having problems and schedule help sessions before tests or important projects. Immediately contact parents.
   b. Develop a plan of action with students and parents (such as peer tutoring, computer room help, etc.)
   c. A progress report will be sent home within two weeks.
      (1) The report should make clear at this point the student's progress.
      (2) If the progress report is not returned within five days the teacher contacts parents.

**2.** Inform student and parents immediately (teacher/guidance counselor) if the student is failing. (Teachers to review grades on a weekly basis.)
   a. Call parents and arrange a time (within 5 days) to craft the Student Improvement Plan. Make a plan with student and parents for dealing with the problem. Use Student Improvement Plan form. Be specific about assignments, meeting times, responsibilities, and consequences. Advise of ineligibility possibility.
   b. Inform parents by telephone within two days if the plan is not being followed. (Encourage parents to make sure there is a time and place for assignments to be done.
   c. If parents do not attend scheduled conference, a letter will be sent to the parents from the principal emphasizing the importance of parental involvement in student improvement.

**3.** If student continues to fail, but is responding, reassess the plan to explore alternative instructional strategies.
   a. Include parent in strategy meetings.

4. If student is failing, and not complying with the Student Improvement Plan, the teacher informs the guidance counselor of non-compliance. (Notification to guidance of non-compliance must occur within one week of completion of 2a.)
   Student is immediately ineligible to participate in extra-curricular activities.
   a. Guidance counselor makes referral (at its next scheduled weekly meeting) to Student Intervention Team. Parents are invited to attend the meeting.

5. Student Intervention Team
   b. Will meet on Mondays at a time determined by participants.
   c. Purpose: To propose strategies to deal with unsuccessful student achievement.
6. Ineligibility: - Student declared ineligible will remain so for a minimum of ten school days.

   To Become Eligible:
   - Students must follow Student Improvement Plan as outlined
   - Student Intervention Team will determine steps necessary to reactivate eligibility status.

7. The Principal may, on a temporary basis, remove a student from an extra curricular activity for either disciplinary or academic reasons.

8. It is mandatory that all teachers follow these guidelines.

   ** These procedures will not interfere with extra curricular activities.

Adopted: February 9, 1994
Amended: February 26, 1997
MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 4511
TEXTBOOK SELECTION AND ADOPTION

The Board of Education of the Milford Central School District delegates responsibility to the professional staff for the selection of textbooks, library resources, and other instructional materials.

The superintendent or designee shall establish objectives and criteria for selection of textbooks and a method for selecting staff members who shall serve in the selection and recommendation process.

The following criteria are to be considered in the selection of textbooks:

1. qualifications of the author(s) on the subject;
2. adaptability to existing instructional program;
3. accuracy of the information presented;
4. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;
5. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;
6. high quality format in respect to typography, arrangement of materials or pages, cover design, size, and margins;
7. appropriateness to grade level as to vocabulary, sentence structure, and organization;
8. meet grade-to-grade requirements: they should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index, glossary, and appendices;
9. should include appropriate illustrative materials: pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
10. should fairly represent the many ethnic and cultural groups and their contribution to American heritage; and
11. a reasonable balance of viewpoints regarding controversial issues should be presented.

The following criteria are to be considered in the selection of literary works for classroom use in teaching literature, as well as the assignment of such works to particular grade levels:

1. use of a compositional style that contributes to the reader’s critical and appreciative understanding of the work;
2. sophisticated use of literary devices (i.e., metaphor, point of view, tone) to further student understanding of written concepts;
3. levels of student maturity and experience necessary for empathic reading of literature;
4. capacity of a work to capture student interest;
5. thematic treatment that promotes sound and healthy values for students;
6. intrinsic qualities that establish a work as a significant part of the literary heritage; and
7. sufficient variety to avoid duplication of theme, plot, setting, etc., unless such duplication affords opportunities for comparison and contrast or serves to reinforce understanding.

Ref: Education Law §§701 et seq.; 1711; 2508; 2566

Adopted: October 26, 1988
Revised: March 15, 2021
The Board of Education supports the establishment and maintenance in each building of library-media centers which provide services to students and staff. The Board delegates the responsibility to the Superintendent or his/her designee for the selection and purchase of materials and equipment.

The library-media staff will work closely with students, staff and administrative personnel in the selection and evaluation of materials for purchase.

In order to provide the Superintendent and his/her staff with guidance in the acquisition of instructional resource material, such as library books, references, audiovisuals, maps, etc., the Board endorses the guidelines approved by the American Library Association that such resources:

1. provide information that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. provide information that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. provide information that will enable students to make intelligent judgments in their daily lives;
4. provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. provide information representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. 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.

The Superintendent shall be responsible for the selection of resource materials within the aforesaid guidelines and for the determination of factual accuracy, readability, authoritativeness, integrity and quality of format. To assist in the selection process, reputable, unbiased professionally prepared aids (such as the Horn Book, School Library Journal, etc.) shall be consulted as guides.

In order to respond to any complaints about, or challenges to, the selection of library materials, the district has adopted policy (1420: Complaints about Curricula or Instructional Materials) establishing a complaint procedure and providing for a committee to review such complaints or challenges.

If any person wishes to permanently remove materials from a school district library, he/she must seek the formal approval of the Board. The Board may determine that such materials should be removed. Such determination must not be based upon official suppression of ideas, but rather upon the educational suitability of the materials in question. Only the Board and/or the Superintendent may authorize said permanent removal of instructional materials, pursuant to the decision of the Board.

Ref: Education Law §§1709(15); 1711(5)(f)


Adopted: October 26, 1988
Revised: January 28, 2021
1. Responsibility for the selection of all library materials is delegated to the professional librarian supervised by the building principal.

2. In selecting materials, librarians are guided by the principles incorporated in the Library Bill of Rights, Access to Resources and Services in the School Library Media Program interpretation of the Library Bill of Rights by the American Library Association, the Freedom to Read Statement, standards adopted by the American Association of School Librarians and the New York State Education Department Standards.

3. The collections will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs and viewpoints of the school community.

**Criteria**

1. Materials will support and be consistent with the district’s general educational goals and the educational goals and objectives of individual schools and specific courses.

2. Materials will be selected to support and enrich both the curriculum and personal needs of students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students’ extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.

3. Care will be taken to select materials meeting standards of high quality including:
   - Educational significance
   - Physical format
   - Presentation, including special features, such as indexes, table of contents, illustrations, photographs, maps, charts, graphs
   - Readability
   - Authenticity/accuracy in factual content
   - Artistic quality or literary style
   - Technical production/construction that is well crafted, durable, manageable, and attractive.

4. Materials will be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials will support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by Milford Central School students.

5. Materials will be selected to represent opposing points of view on controversial issues, encouraging individual analysis.

6. The literary style of a work will be appropriate and effective for the subject matter and its intended readers or viewers.

7. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
8. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on collaborative relationships with other area collections and depending upon extent of need.

9. Materials will be purchased in a variety of formats to incorporate emerging technology when they meet the criteria outlined above.

Procedure for Selection

The professional librarian will be responsible for the selection of materials. In coordinating the process, the librarian will:

1. Use reputable, unbiased, professionally prepared selection aids. Among the sources which may be consulted are:
   - Booklist
   - Library Journal
   - School Library Journal
   - New York Times Book Review
   - Other sources as appropriate

2. When possible, examine items to be purchased.

3. Consider recommendations from faculty, administrators, students, and parents.

4. Judge gift items by standard selection criteria.

5. Purchase duplicates of extensively used materials.

6. Purchase replacements for worn, damaged, or missing materials basic to the collection.

Weeding

Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items in poor physical condition containing obsolete subject matter no longer needed to support the curriculum or student/faculty interests.

Materials removed from the collection will be disposed as appropriate to the content, condition and date of publication.

Adopted: October 26, 1988
Revised: January 28, 2021
The Board of Education is committed to optimizing student learning and teaching. The Board considers access to a computer network, including the Internet, to be a powerful and valuable educational, research, and business tool, and encourages the use of computers and computer-related technology in district classrooms and offices for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district’s computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility. The district reserves the right to control, monitor, and manage access to the Internet for all users of its computers and network. The district may either allow or prohibit certain kinds of online activity, or access to specific websites.

All users of the district’s computer network and equipment shall comply with this policy and regulation. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network coordinator to oversee the use of district computer resources. The computer network coordinator will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

With increased concern about identity theft, unwarranted invasion of privacy and the need to protect personally identifiable information, prior to students being directed by staff to use any cloud-based educational software/application, staff must get approval from the computer network coordinator. The computer network coordinator will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, and if parental permission is needed.

The computer network coordinator will be responsible for the purchase and distribution of computer software and hardware throughout district schools. They shall prepare and submit for the Board's approval a comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or district needs.

Adopted: July 24, 2018
The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I. Administration

- The Superintendent of Schools shall designate a computer network coordinator to oversee the district's computer network.
- The computer network coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The computer network coordinator shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The computer network coordinator shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The computer network coordinator shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- The computer network coordinator will review staff requests to use ‘cloud-based’ educational software/applications to ensure that personally identifiable information (PII) is protected in accordance with district standards prior to student use.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

II. Internet Access

- Students and employees will be provided Internet access through individual access accounts.
- Student Internet access may be restricted depending on the grade level.
- All users will be prohibited from accessing social networking sites; playing online games; purchasing or selling anything online (unless authorized for district purposes).
- Students are not to participate in chat rooms.
- Students and employees will have individual e-mail addresses.
III. Acceptable Use and Conduct

- Access to the district's computer network is provided for educational and business purposes consistent with the district's mission and goals.
- Use of the district’s computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Passwords must be changed periodically.
- Only those network users who have properly registered their device with the computer network coordinator, or who have been issued a district-owned device, may access the district's system from off-site (e.g., from home).
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive or sexual language or images, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Using another user’s account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district’s network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Using the network to receive, transmit or make available to others a message that is inconsistent with the district’s Code of Conduct.
- Revealing the personal address, telephone number or other personal information of another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the district’s computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for commercial or financial gain or fraud.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
• Wastefully using finite district resources.
• Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
• Using the network while access privileges are suspended or revoked.
• Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Individuals using the district’s computer network should 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.

VI. Sanctions

All users of the district’s computer network and equipment are required to comply with the district’s policy and regulations governing the district’s computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district’s computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district’s computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adopted: July 24, 2018
Students in the Milford Central School District have access to vast amounts of information through our computer networks and the Internet using Information and Communication Technologies (ICT). Accordingly, the school has established a policy for the use of the technology along with rules governing the behavior of students who access it.

All student members of the MCS District are expected to follow certain measures to ensure the safety and security of students and the school’s network.

**Students shall:**
- follow the Student Code of Conduct. This includes using only appropriate language when online and avoiding any website which may contain inappropriate content and/or language;
- follow rules for using resources, time limits, and printing instructions provided to them by staff members;
- follow appropriate procedures for care of all school technology;
- take precautions to prevent others from gaining access to their individual accounts;
- report violations of these rules to staff;
- properly cite material gleaned from Internet sources and follow copyright rules;
- adhere to all district policies; and
- respect the privacy and dignity of students and teachers at all times.

**Students shall not:**
- play games not intended for educational purposes, conduct commercial activities for profit, advertise products, incur any financial liability or conduct political lobbying;
- use the Internet illegally in ways that violate federal, state, or local laws or statutes or to access or transmit pornographic and educationally inappropriate material or files which are dangerous to the integrity of the network;
- lend their logins and passwords to anyone;
- log on with someone else’s account or vandalize, which is defined as any malicious attempt to harm or destroy data of another user on the Network/Internet and includes the uploading or creation of computer viruses;
- interfere with the ability of other users to make effective use of the school’s technology resources;
- use e-mail, social networking sites, or other systems for personal communication;
- download, copy, remove, or alter school software or install any personal software on school ICT;
- falsifying one’s identity to others while using the Network/Internet and ICT;
- change any files that do not belong to the user;
- engage in cyberbullying activities;
- reveal their personal information including home address or phone number(s) or those of others.

**Property**

Technology, software, and the Internet, including e-mail provided by MCSD (if available), are the property of the school district. The MCS District reserves the right to access or monitor all Internet and ICT activity.
AGREEMENT

Parents/Guardians and students must sign and return this form to the student’s teacher or computer room staff. If this form is not signed by both parties and on file with the school, the student will be denied Internet and Network access.

To Be Completed by all Parents/Guardians:
I give permission for my child to participate in the use of the Internet and Network at MCSD. I realize that s/he will be able to access major networks throughout the world using the Internet. I understand that this access is designed and intended for educational purposes only.

I have read the MCS Acceptable Use of Computers & Internet Policy (4526) with my child. We agree to abide by the rules contained therein. I understand that MCS prohibits students from accessing inappropriate materials and will not hold MCSD accountable for unsuitable materials acquired by my child through Internet use at school.

Child’s Name (please print):__________________________________ Grade:_____

Parent or Guardian’s Name (please print):__________________________________

Parent or Guardian’s Signature:__________________________________________

Date: _______________________________________________________________

To Be Completed by all Students:
I understand that use of the Internet and Network at MCSD is a privilege and I will abide by the MCSD Acceptable Use of Computers & Internet Policy (4526). I understand that I may only use the Internet and Network for educational purposes as directed by my teachers. I will not access inappropriate materials on the Internet. I understand that if I commit any violation of the policy, I will lose my access privileges and may be disciplined for my actions.

Student’s Name (please print):__________________________________ Grade: _______

Student’s Signature: _______________________________________________________

Date: ___________________________________________________________________

Adopted: July 24, 2018
Employees in the Milford Central School District have access to vast amounts of information through our computer networks and the Internet. Accordingly, the school has established a policy for the use of the technology along with rules governing the behavior of individuals who access it.

All employees of the Milford Central School District are expected to follow certain measures to ensure the safety and security of students and the school’s network.

**Employees shall:**
- use the network in a fashion consistent with directions from administration and generally accepted network etiquette;
- take precautions to prevent others from gaining access to their individual accounts; and
- report violations of these rules to administration.

**Employees shall not:**
- Use the network for commercial activity, including advertising.
- Infringe on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Use the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Use the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Use another user’s account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forge or attempt to forge e-mail messages.
- Engage in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district’s network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Use the network to send anonymous messages or files.
- Reveal the personal address, telephone number or other personal information of another person.
- Intentionally disrupt network traffic or crash the network and connected systems.
- Install personal software or use personal disks on the district’s computers and/or network without the permission of the appropriate district official or employee.
- Use district computing resources for commercial or financial gain or fraud.
- Steal data, equipment or intellectual property.
- Gain or seek to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user
- Wastefully using finite district resources.
- Change or exceed resource quotas as set by the district without the permission of the appropriate district official or employee.
- Use the network while access privileges are suspended or revoked.
Property

Technology hardware, software, and the Internet resources, including e-mail provided by Milford Central School District, are the property of the school district.

No Privacy Guarantee

Individuals using the district’s computer network should 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.

AGREEMENT

I understand that use of the Internet and computer network at Milford Central School District is a privilege and I will abide by the district’s Acceptable Use of Computers & Internet Policy (4526).

I have been provided with 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. I agree to adhere to the staff policy and the regulations adopted by the District. I shall report all student violations of the District's policy on student use of computerized information resources to District officials.

I understand that failure to comply with these policies and accompanying regulations may result in the loss of my access to the network and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

____________________________________________
Staff Member Signature

____________________________________________
Date

Adopted: July 24, 2018
The Milford Central School District Board of Education is committed to undertaking efforts that serve to make safe for children the use of computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children’s Internet Protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The designee shall monitor and examine all BOCES computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the computer network must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the policy on the acceptable use of computers and the internet (Policy 4526). Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

As part of this policy, and the policy on acceptable use of computers (Policy 4526), the district shall also provide age-appropriate instruction regarding appropriate online behavior, including:

1. interacting with other individuals on social networking sites and in chat rooms, and
2. cyberbullying awareness and response.

Instruction will be provided even if the district prohibits students from accessing social networking sites or chat rooms on district computers.

Ref:
Children’s Internet Protection Act, Public Law No. 106-554
Broadband Data Services Improvement Act/ Protecting Children in the 21st Century Act, Public Law No. 110-385
47 USC §254
20 USC §6777

Adopted: July 24, 2018
The following rules and regulations implement the Internet Safety Policy adopted by the Milford Central School District Board of Education to make safe for children the use of computers for access to the Internet and World Wide Web.

I. Definitions

In accordance with the Children’s Internet Protection Act,

- Child pornography refers to any visual depiction, including any photograph, film, video, picture or computer or computer generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct. It also includes any such visual depiction that (a) is, or appears to be, of a minor engaging in sexually explicit conduct; or (b) has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (c) is advertised, promoted, presented, described, or distributed in such a manner than conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

- Harmful to minors means any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

II. Blocking and Filtering Measures

- The Superintendent or his or her designee shall secure information about, and ensure the purchase or provision of, a technology protection measure that blocks access from all district computers to visual depictions on the Internet and World Wide Web that are obscene, child pornography or harmful to minors.

- The computer network coordinator shall be responsible for ensuring the installation and proper use of any Internet blocking and filtering technology protection measure obtained by the district.

- The computer network coordinator may disable or relax the district’s Internet blocking and filtering technology measure only for adult staff members conducting research related to the discharge of their official responsibilities.

- The computer network coordinator shall monitor the online activities of adult staff members for whom the blocking and filtering technology measure has been disabled or relaxed to ensure there is not access to visual depictions that are obscene or child pornography.
III. Monitoring of Online Activities

- The computer network coordinator shall be responsible for monitoring to ensure that the online activities of staff and students are consistent with the district’s Internet Safety Policy and this regulation. He or she may inspect, copy, review, and store at any time, and without prior notice, any and all usage of the district’s computer network for accessing the Internet and World Wide Web and direct electronic communications, as well as any and all information transmitted or received during such use. All users of the district’s computer network shall have no expectation of privacy regarding any such materials.
- Staff supervising students using district’s computers shall help to monitor student online activities to ensure students access the Internet and World Wide Web, and/or participate in authorized forms of direct electronic communications in accordance with the district’s Internet Safety Policy and this regulation.
- The district’s computer network coordinator shall monitor student online activities to ensure students are not engaging in hacking (gaining or attempting to gain unauthorized access to other computers or computer systems), and other unlawful activities.

IV. Training

- The computer network coordinator shall provide training to staff and students on the requirements of the Internet Safety Policy and this regulation at the beginning of each school year.

The training of staff and students shall highlight the various activities prohibited by the Internet Safety Policy, and the responsibility of staff to monitor student online activities to ensure compliance therewith.

- The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyber-bullying and other threats.
- Students shall be directed to consult with their classroom teacher if they are unsure whether their contemplated activities when accessing the Internet or Worldwide Web are directly related to their course work.
- Staff and students will be advised to not disclose, use and disseminate personal information about students when accessing the Internet or engaging in authorized forms of direct electronic communications.
- Staff and students will also be informed of the range of possible consequences attendant to a violation of the Internet Safety Policy and this regulation.

V. Reporting of Violations

- Violations of the Internet Safety Policy and this regulation by students and staff shall be reported to the Building Principal.
- The Principal shall take appropriate corrective action in accordance with authorized disciplinary procedures.
- Penalties may include, but are not limited to, the revocation of computer access privileges, as well as school suspension in the case of students and disciplinary charges in the case of teachers.

Adopted: July 24, 2018
The Board of Education believes that field trips are an integral part of the educational experience for students at Milford Central School.

Prior to making any field trip commitments and/or reservations, all requests for field trips must be submitted on district-created forms at least ten (10) school days prior to the field trip and be approved by the Principal and the Superintendent. Factors relevant in consideration of approval of such trips should include the relationship to the curriculum, availability of transportation, and the cost involved.

Participation in field trips shall be limited to students who are enrolled in the Milford Central School District. Students participating in a field trip must provide written consent from their parent/guardian along with emergency contact information. This consent shall be collected on district-created forms. Students participating in field trips will be considered “present” for attendance purposes.

EQUAL OPPORTUNITY
All students shall have an equal opportunity to participate in field trips that are part of the educational program. With few exceptions, students should not be asked to pay for field trips. No students shall be denied an opportunity to attend such field trips due to an inability to pay the costs associated with such trips.

CHAPERONES
A lead chaperone will be identified for each field trip. The lead chaperone will be responsible for accounting for all individuals on the field trip manifest.

All field trips must be chaperoned by adults with consideration given to the need for both male and female chaperones. It is recognized that the adult/student ratio required may vary based on the age of the students and the nature and destination of the trip. The appropriate ratio for each trip will be determined by the principal/superintendent in coordination with the sponsoring teacher.

On overseas trips, chaperones shall be responsible for maintaining a copy of the passport of each student participating in the trip.

When parents serve as chaperones, children of pre-school age may not accompany them on the trip.

STUDENT RESPONSIBILITIES
Field trips are an extension of regular classroom activities and as such, students participating in field trips are subject to the school’s Code of Conduct during the entirety of the field trip.

If a field trip occurs during the school day, students who do not participate will be expected to be in school and will be assigned appropriate work for the day(s).

Adopted: February 9, 1994 as “Permission to Leave School Premises”
Renamed “Field Trips” and Revised: January 16, 2020
Field trips are an integral part of the educational experience for students at MCS. As such, the District has set aside monies to allow the instructional staff to request funding for field trips. With few exceptions, students should **NOT** be asked to pay for field trips. Field trip requests must be submitted at least ten (10) school days in advance.

**PROCESS:**

Obtain and complete the “Field Trip Request Form”. ***NOTE*** In the part where it asks “Purpose of this field trip”, you will need to specifically link your answer to instructional objectives. Field trips will only be approved if they can show a direct connection to the instructional program/curriculum.

If your field trip does **not** require any funding, you may submit your proposal without a meeting.

If your field trip **does** require funding, a meeting with the Superintendent is required to discuss the cost and the objectives of the trip. The Superintendent will discuss the requisition process with you during this meeting.

**CONSIDERATIONS:**

**MEALS:** Will the trip span over the course of a meal period? Please consider that approximately 50% of our students are eligible for free and reduced meals. Coordination and planning with the cafeteria manager is key.

**COORDINATING:** Is there another grade level or class that would also benefit from attending? For example, a high school class may be at the mastery level for visiting a museum, but an elementary class could participate in the same field trip but with a different set of objectives.

**TRANSPORTATION:** You will need to coordinate with the Director of Transportation as to whether there are already any field trips on that day or events that would prevent having enough buses/drivers.

**COMMUNICATION:** The main office can send robocalls out to parents/guardians to remind them about permission slips or general reminders prior to the trip. Use this to your advantage to streamline communication.

### FREE FIELD TRIP CHECK LIST
- Completed the Field Trip Request Form
- Submitted to Superintendent’s/Principal’s Secretary
- Field Trip approved by Superintendent & Principal
- Completed Transportation Request Form if MCS is transporting
- No less than 24 hours prior to departure, written parental consent has been obtained for all students.
- Registered with the destination.
- All Employee Chaperones entered field trip in AESOP.
- Completed “Field Trip Task List” signed off by Superintendent’s/Principal’s Secretary
- Manifest filed with main office and bus driver before departure

### FIELD TRIP WITH COST CHECK LIST
- Completed the Field Trip Request Form
- Submitted to Superintendent’s/Principal’s Secretary
- Scheduled Meeting with Superintendent
- Field Trip approved by Superintendent & Principal
- Completed Transportation Request Form if MCS is transporting
- Obtained requisition forms from the Business Office
- Completed requisitions and submitted them to the Business Office
- No less than 24 hours prior to departure, written parental consent has been obtained for all students.
- Registered with the destination.
- All Employee Chaperones entered field trip in AESOP.
- Completed “Field Trip Task List” signed off by Superintendent’s/Principal’s Secretary
- Manifest filed with main office and bus driver before departure
MILFORD CENTRAL SCHOOL DISTRICT
FIELD TRIP REQUEST FORM
Form must be turned in at least ten (10) school days in advance.

<table>
<thead>
<tr>
<th>REQUESTOR INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>Name of Person Submitting Request</td>
</tr>
<tr>
<td>Today’s Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD TRIP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels &amp; Subject Area Information</td>
</tr>
<tr>
<td>Grade Level(s)</td>
</tr>
<tr>
<td>PK</td>
</tr>
<tr>
<td>K</td>
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<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>Total # of Students Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destination</td>
</tr>
<tr>
<td>Physical Address of Destination</td>
</tr>
<tr>
<td>Phone Number of Destination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and Date Information</th>
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</thead>
<tbody>
<tr>
<td>DEPARTURE</td>
</tr>
<tr>
<td>DATE</td>
</tr>
<tr>
<td>TIME</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chaperone(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[List all]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of this Field Trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will need to specifically link your answer to instructional objectives.</td>
</tr>
<tr>
<td>Field trips will only be approved if they can show a direct connection to the instructional program/curriculum.</td>
</tr>
</tbody>
</table>
### ESTIMATED FIELD TRIP COSTS

<table>
<thead>
<tr>
<th>Expense</th>
<th>Estimated Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and/or Snacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-District Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Costs</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### APPROVALS

<table>
<thead>
<tr>
<th>POSITION</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FIELD TRIP TASK LIST

- All teachers (including special area teachers) and nurse have been notified---must include names of students.
- Distributed and collected “Field Trip Lunch Form” as needed.
- “Field Trip Consent Form” on file for each student participating in the field trip prior to departure.
- First aid kit, student information sheets, and medications obtained from nurse.
- Name tags available as needed.
- “Emergency Closing” papers obtained from main office (Grades PK-5 only)
- Manifest including names of all students and chaperones physically on the trip submitted to main office and bus driver PRIOR to departure.

Superintendent’s/Principal’s Secretary Signature  
(required prior to departure) Date

### PRIVATE MOTOR COACH TRANSPORTATION

Name of Carrier  
Number of Buses Being Chartered  
Employee to Conduct Pre-Trip Checklist

### VEHICLE INSPECTION

- Windows/Windshield (not broken or cracked)
- Interior Lights
- Headlights (high beam/low beam)
- Taillights / Brake lights
- Horn
- Tires (No Slick Tires!)
- Unusual oil/grease leaks at wheel seal
- Fire extinguisher (charged)
- Copy of the Annual Safety Inspection (either sticker or paper)

### DRIVER INFORMATION

- Valid Commercial Driver’s License with a P (passenger) endorsement  
- Valid Medical Certificate (pocket card)
- Driver’s Record of Duty Status (Log Book). Ask the driver if he/she has enough hours remaining to perform the trip.
- Vehicle registration card to ensure that vehicle is authorized to operate in the states of the trip. Make sure that the license plate and VIN # matches the registration card.
Your field trip to ________________________________ will include a lunch. In order to prepare the lunches, the cafeteria staff needs to know what you would like for lunch. Please complete the order form below.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>LUNCH NUMBER</td>
<td></td>
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<table>
<thead>
<tr>
<th>SANDWICH</th>
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<tbody>
<tr>
<td></td>
<td>☐ Peanut Butter &amp; Jelly</td>
</tr>
<tr>
<td></td>
<td>☐ Ham &amp; Cheese</td>
</tr>
<tr>
<td></td>
<td>☐ Turkey &amp; Cheese</td>
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</tbody>
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<table>
<thead>
<tr>
<th>DRINK</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>☐ Milk</td>
</tr>
<tr>
<td></td>
<td>☐ Juice</td>
</tr>
</tbody>
</table>

- Fruit & Vegetable will be included

☐ I don’t need a school lunch, I will bring my own.
Dear Parent/Guardian:

Your child’s teacher/advisor has scheduled a field trip activity. The specifics of the field trip are below:

<table>
<thead>
<tr>
<th>Teacher/Advisor</th>
<th>Field Trip Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Date of Field Trip</td>
<td>DEPARTURE</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
</tr>
</tbody>
</table>

The group is being transported by

Please sign and return the form below by no later than ____________________________.

---

MILFORD CENTRAL SCHOOL
FIELD TRIP CONSENT FORM

Student’s Name: __________________  Grade Level: ________________

I hereby give permission for my child to participate in the field trip activity listed below.

<table>
<thead>
<tr>
<th>Teacher/Advisor</th>
<th>Field Trip Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Date of Field Trip</td>
<td>DEPARTURE</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
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</table>

In the event that my child is involved in an accident or incurs an injury during the course of the field trip, I give my permission to the district to take my child to the nearest medical facility if warranted. I also give my permission to the Emergency Room Physician to begin treatment of my child when they arrive at the hospital.

I understand that every effort will be made to contact me if my child does become injured.

Parent/Guardian Signature: __________________  Date: ________________

| Telephone number(s) where parent/guardian can be reached in case of emergency on the date of the field trip. |
| Home Phone Number | Cell Phone Number | Work Phone Number |

If your child is allergic to anything, please note those allergies below
# MILFORD CENTRAL SCHOOL FIELD TRIP MANIFEST

<table>
<thead>
<tr>
<th>Lead Chaperone</th>
<th>Lead Chaperone Cell Phone Number</th>
<th>Destination</th>
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<tr>
<th>Time and Date Information</th>
<th>DEPARTURE</th>
<th>RETURN</th>
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<table>
<thead>
<tr>
<th>Number</th>
<th>Student Names (Last, First)</th>
<th>Number</th>
<th>Student Names (Last, First)</th>
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</tbody>
</table>

Chaperone Names (Last, First)

<table>
<thead>
<tr>
<th>Number</th>
<th></th>
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<tbody>
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<td>27</td>
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<td>28</td>
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<td>29</td>
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</table>

Copies of this manifest must be given to the main office **AND** the bus driver **PRIOR** to departure.
The Board of Education recognizes that the use of volunteers strengthens school/community relations through positive participation, builds an understanding of school programs among interested citizens, and can assist district employees in providing more individualized and enriched opportunities in instruction. The Board encourages volunteers from all backgrounds and age groups who are willing to share their time, training, experience or personal characteristics to benefit the students of the district.

This policy will apply to all non-employees who work directly with students for more than five days per year.

Volunteers may be involved in many facets of school operations, from mentor/tutor relationships to clerical tasks. Volunteers shall generally not be used to provide transportation for school-sponsored activities.

School personnel who are responsible for tasks or projects that involve the use of volunteers shall identify appropriate tasks and time schedules for such volunteer activities, as well as make provisions for adequate supervision and evaluation.

Persons wishing to volunteer must contact the Superintendent or Building Principal or other individual designated by the Superintendent or Building Principal and must complete the “Milford Central School District Volunteer Application” (Exhibit 4532-1). The application form shall require the volunteer to:

- disclose any criminal convictions, dismissals from positions working with children, and any allegations of immoral conduct which affects the health, safety, or welfare of children.

- authorize the Milford Central School district to conduct a criminal background check.

- agree to abide by the “Volunteer Code of Conduct” (Exhibit 4532-2).

The district shall retain a complete record of all information obtained through the application process for the same period of time it retains information regarding district employees.

The district shall make volunteers aware of their expected volunteer duties and obligations under school rules, relevant district policies and regulations, and any applicable laws. All volunteers are required to act in accordance with district policies, regulations and school rules. Any staff member who supervises volunteers may ask any volunteer who violates district policies, regulations or school rules to leave school grounds.

The Building Principal shall be responsible for maintaining a current and complete list of all active volunteers and their assignments.

Adopted: March 9, 2006
Revised: April 12, 2018
Thank you for your interest in volunteering for the Milford Central School District. Volunteering is a wonderful opportunity for you to become involved with the students and our school programs!

To ensure the safety of all in our school environment, the Milford Central School District has a screening process for all persons wishing to volunteer. All volunteers must complete a Volunteer Application Form and agree to the MCS Volunteer Code of Conduct. These forms will be reviewed and screened by school supervisors. Upon being selected as a volunteer you will be invited to an introductory training session explaining school protocols and volunteer literacy activities.

### INDIVIDUAL INFORMATION

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Address</th>
<th>Email</th>
<th>Phone #</th>
<th>Emergency Contact</th>
<th>Phone #</th>
</tr>
</thead>
</table>

### INTERESTS & AVAILABILITY

Identify areas of interest, specific activities or skills on which you wish to focus your volunteering:

Please indicate the times your services will be available:

- Day(s) of week: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday [ ] Friday
- Hours: _____________________________

### REFERENCES

List two references, not related to you, who have first-hand knowledge of your character, personality, scholarship and working ability

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Relationship</th>
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<tr>
<td>BACKGROUND CHECK AGREEMENT</td>
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<tr>
<td>It is the policy of the Milford Central School District (MCS) to require all volunteers to complete this Disclosure Statement. Subsequently, the District will complete a background check for conviction(s) and pending charges.</td>
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<td></td>
</tr>
<tr>
<td>*Social Security Number: ______________________   Number of years at current address: _________</td>
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<td></td>
</tr>
<tr>
<td>Date of Birth: <em><strong>/</strong></em>/______                                    Driver’s License Number: ________________</td>
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<tr>
<td>Have you ever been convicted of or do you have any charges pending for felonies, misdemeanors, and/or ordinance violations other than minor traffic violations? □ Yes □ No</td>
<td></td>
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<tr>
<td>Have you ever been involuntarily terminated, asked to resign or tendered your resignation to avoid termination in connection with any position in which you worked with children? □ Yes □ No</td>
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<tr>
<td>Are there any past or present incidents which would provide the basis for alleging that you engaged in immoral conduct which affects the health, safety, or welfare of children? □ Yes □ No</td>
<td></td>
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<tr>
<td>If your answer is “Yes” to any of the above questions, please provide complete details below stating date, charge, place, and action taken. Be advised that an affirmative answer does not automatically disqualify an applicant.</td>
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</table>

By signing, I authorize MCS to review my personal background. I consent to having MCS conduct a full and complete criminal background check. I understand that any misrepresentation on this statement may result in immediate disqualification for any volunteer service within MCS. I understand that MCS will verify the information I have provided above. I hereby release the District, its Board, and its agents, as well as all providers of information, from any liability related to furnishing and receiving information related to arrests and convictions.

*Your social security number will be used as stated above. State and federal laws protect the privacy of your records.*

____________________________________________________           ____________________
Applicant’s Signature                                                           Date

Adopted:  April 12, 2018
MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT #4532-E2
VOLUNTEER CODE OF CONDUCT

VOLUNTEER CODE OF CONDUCT
As a volunteer, I agree to abide by the following code of volunteer conduct:

1. I will become familiar with the school’s policies and procedures, including the Milford Central School District Code of Conduct and uphold these policies while working with students.

2. Immediately upon arrival, I will sign in at the main office and prominently wear a visitor name badge while in the building.

3. I understand that the classroom teacher is responsible for content, instructional techniques and discipline.

4. I will not contact or meet students outside of school hours without permission from the students’ parents.

5. I agree not to exchange telephone numbers, home addresses, e-mail addresses or any other personal contact information with students for any purpose unless it is required as part of my role as a volunteer and only with parental permission (with documentation provided to the building administrator). This provision includes connecting with students through social media.

6. I will maintain confidentiality outside of school and will share with teachers and/or school administrators any concerns that I may have related to student welfare and/or safety.

7. I will not disclose, use, or disseminate student photographs or personal information about students, self, or others.

8. I agree to notify the school principal if I am arrested for a misdemeanor or felony sex, drug or weapon related offense.

9. I will not promote or otherwise share my religious or political beliefs.

10. I will not give medications or medical treatment to a student.

11. I will immediately report directly to the school principal or another administrator any information disclosed to me concerning a child’s safety.

____________________________________________________           ____________________
Applicant’s Signature                                                           Date

******************************************************************************
Allegations of violation of these standards will result in immediate suspension as a volunteer/mentor. If an investigation by the proper authorities determines a violation occurred, it will result in the immediate and permanent dismissal as a district volunteer/mentor.
******************************************************************************

Adopted: April 12, 2018
The Board of Education supports students in completing research for their Senior Interdisciplinary Projects (SIP) as well as visiting college campuses as they prepare for post-secondary education.

**SIP RESEARCH DAYS**
The Board of Education will allow each 12th grade student up to one (1) school day to complete research for their SIP during the school day and have their absence considered “Excused”.

**COLLEGE VISITS**
The Board of Education will allow students in 11th and 12th grade to visit college campuses and have their absence considered “Excused”. The student must provide proof from the college that they attended on the day that is being requested as excused.

**PERMISSION**
Students must complete district-created forms seeking permission at least two (2) days in advance from their parent/guardian, each of their classroom teachers, guidance counselor, and principal.

The District assumes no responsibility for student behavior or safety while they are off school premises for their SIP Research or College Visits.

Adopted: February 9, 1994 as Policy #4531: “Permission to Leave School Premises”
Renumbered, Revised, and Renamed: Policy #4533 “SIP Research Days and College Visits”: January 16, 2020
MILFORD CENTRAL SCHOOL DISTRICT
EXHIBIT# 4533 – E1
SIP RESEARCH DAYS AND COLLEGE VISITS
PERMISSION FORM

This form must be completed at least two (2) days prior to a student seeking permission for a SIP Research Day or College Visit to be considered “Excused”.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE OF REQUESTED EXCUSED ABSENCE</th>
<th>PURPOSE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ SIP Research Day</td>
<td>☐ College Visit</td>
</tr>
</tbody>
</table>

PARENT/GUARDIAN PERMISSION
I hereby give my permission for my child to be absent from school for the purpose of a SIP Research Day or College Visit. I understand that the district will not be providing transportation or supervising my child during this time.

<table>
<thead>
<tr>
<th>SIGNATURE</th>
<th>DATE</th>
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</table>

STAFF PERMISSIONS

<table>
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<tr>
<th>PRINCIPAL</th>
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<tbody>
<tr>
<td>SCHOOL NURSE</td>
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<tr>
<td>SCHOOL COUNSELOR</td>
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</table>

TEACHER PERMISSIONS

<table>
<thead>
<tr>
<th>1ST PERIOD</th>
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<td>2ND PERIOD</td>
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<td>3RD PERIOD</td>
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<td>9TH PERIOD</td>
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<td>10TH PERIOD</td>
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Adopted: February 9, 1994
Revised: January 16, 2020
The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades. Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled.

The District shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system. Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities.

Parents shall be provided a written report card at least four (4) times a year for regarding their child’s progress. The use of marks and symbols will be appropriately explained. The parents of each senior candidate for a high school diploma shall be kept informed of their child’s standing with regard to graduation by personal letters sent home immediately after the 2nd and 3rd quarters.

Grading shall not be used for disciplinary purposes, i.e., reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.

In all classes, grades 6-12, teachers will have the option to give students an incomplete for work that is not done. In some cases it is appropriate to give zeroes.

**Processing and Changing Student Grades**

Grades are expected to be submitted in a timely fashion to be reported to parents. Submission of grades will be open until a date set by the Principal, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request. Grading systems will only be unlocked for enough time to allow the modification. Any extension to the date the system will be locked must be approved by the Building Principal.

While the professional judgment of the teacher shall be respected it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include, but are not limited to, reflecting additional assignments, correcting mistakes, or to accommodate student illnesses. Once a grade is assigned to a student by a teacher and the grades close, the grade may only be changed by Principal or Superintendent after notification to the teacher of the reason for such change, or upon request of the teacher. All grade changes require supporting documentation, to be maintained in the system and in the student’s record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The District’s student management system will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student’s permanent record folder.
Should the Principal enforce a grade change contrary to the teacher’s assigned grade, he/she shall be prepared to report to the Superintendent of Schools and/or the Board. If the Superintendent enforces a grade change, he/she shall be prepared to report to the Board.

There will be a limited number of personnel other than teachers who have access or permissions to enter or change grades in the system. This list includes Building Principal or Superintendent. Access and permission will be reviewed annually to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the district, or no longer in positions requiring access and permissions, will be removed, modified or deactivated immediately.

Ref: Education Law §§3202; 3205 et seq.

Matter of Nathaniel D., 32 EDR 67 (1992)
Matter of Shepard, 31 EDR 315 (1992)
Matter of Handicapped Child, 32 EDR 83 (1992)
Matter of Ackert, 30 EDR 31 (1990)
Matter of Augustine, 30 EDR 13 (1990)
Matter of Boylan, 24 EDR 421 (1985)
Matter of Burns, 29 EDR 103 (1989)
Matter of Chipman, 10 EDR 224 (1971)
Matter of Dickershaid, 26 EDR 112 (1986)
Matter of Reid, 65 Misc. 2d 718 (1971)
Matter of Rivers, 27 EDR 73 (1987)
Matter of Shamon, 22 EDR 428 (1983)

Adopted: September 30, 1991
Amended: July 2, 1997
Revised: March 5, 2020
EXPECTATIONS FOR STUDENTS:
All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to an absence, the student and/or the student’s parents/guardians should discuss with the student’s teacher an appropriate means of making up the missed work.

EXPECTATIONS FOR TEACHERS:
The student information system serves as the official record of all student grades. It also serves as a primary communication tool between home and school, and as such, it is expected that all teachers will publish their grades and assignments in the student information system at least once a week—to the extent practicable. The following guidelines will be observed with regard to individual grading system design:

1. Parents are to be informed regularly of their child’s progress. No less than four (4) times per school year.
2. The use of marks and symbols will be appropriately explained.
3. Grading will NOT be used for disciplinary purposes unless the student’s misconduct is directly related to his/her academic performance (plagiarism, for example).
4. The lowering of grades for absences is not allowed.
5. Grade will be based, in part, upon student improvement, achievement and participation in classroom discussion and activities.

EXPECTATIONS FOR ADMINISTRATORS:
The professional judgment of the teacher should be respected. Once a grade is assigned to a student by a teacher, the grade may only be changed by a district administrator after the notification of the teacher of the reason for the change. Should the Principal enforce a grade change, he/she shall be prepared to report to the Superintendent of Schools and/or the Board of Education.

INCOMPLETE GRADES
To the extent practicable, all incomplete grades will be finalized within two weeks of the end of the prior quarter. If the incomplete grade cannot be completed in two weeks, a plan will be developed by the teacher and the student to resolve an incomplete grade. The plan will include why the incomplete has occurred and whether the student is presumed to be passing or failing. Copies of the plan will be sent to parents, guidance, and administration. Each party will acknowledge the plan. In the event there is a disagreement among the parties as to the propriety of the incomplete over the failing grade, the Superintendent will make the final decision. Middle school students must finalize all incompletes by the end of each school year.

PASSING GRADES
Students in grades 6-12 must receive a final grade of 70 or above in order to pass a course. All students enrolled in Regents-level courses must achieve a course grade of 70 in order to pass the course, regardless of their Regents examination grade. Regents credit will not be granted unless the student has passed all local requirements.
FAILING GRADES

The lowest recorded grade for all marking periods for students in grades 6-12 will be a 50.

Adopted: January 11, 1995
Revised: July 2, 1997
Revised: June 25, 2003
Revised: March 5, 2020
Students in grades 7-12 taking a Regents examination are not required to take a local examination as well.

Adopted:  September 30, 1991
Revised:  August 10, 2005
Revised:  March 15, 2021
COMMUNICATIONS WITH PARENTS

Communications pertaining to a student's education including routine notices, attendance information, scholastic reports, behavior commentaries and other information ordinarily furnished to home shall be provided to the parent(s) or guardian(s) who have legal custody of the student. In cases where joint custody of the child exists but the parent(s) or guardian(s) are separated or divorced, all communicated information shall be provided to the parent or guardian with whom the student resides. At the request of a non-custodial parent, the district will send to that non-custodial parent copies of all communications sent to the custodial parent.

Ref: Commissioner's decision 10065
The Board of Education believes that standardized testing programs can provide a meaningful source of information about the curriculum and overall student achievement. The Board, therefore, authorizes a program of testing to help accomplish the following objectives:

1. to evaluate strengths and weaknesses of the current curriculum and methods of instruction;
2. to provide a means of evaluating student growth through individual comparisons;
3. to provide teachers with diagnostic information which will enable them to better address the instructional needs of their students; and
4. to provide a basis for longitudinal study of student achievement.

Information gained through the use of testing programs will be used to design educational opportunities for students to better meet their individual and collective needs. The Board views this purpose to be a primary function of schools.

The Board recognizes that tests provide only a limited source of information, and will therefore be used only in conjunction with all other information known about a student or to assist the student in improving his/her work.

Records of the results of standardized tests shall be maintained in accordance with the Board’s policy on student records (Policy #5500).

The Board of Education will be presented the results of the testing program on an annual basis, and the presentation will be shared with the broader school community through the school’s newsletter and website.

Adopted: March 10, 1980
Revised: March 5, 2020
The Milford Central School District Board of Education believes that homework can be an extremely valuable extension of classroom instruction. Homework should develop the student’s sense of responsibility providing an opportunity for the exercise of independence, time management and organizational skills.

Homework assignments should be carefully planned and designed to create opportunities for a student to both practice individual skills and to demonstrate cumulative learning as well as to inform the teacher which skills need to be re-taught or reinforced. The expectation is that all homework will be checked with appropriate feedback given to each student in a timely manner.

Homework shall be assigned according to these guidelines:

1. Homework should be a routinely planned and clearly articulated part of the curriculum. Homework shall not be assigned for busy work or punishment.

2. Homework should help children learn. Research indicates that carefully planned homework helps students to: master basic rules; increase skill speed; deepen understanding of concepts; and prepare for subsequent learning. Teachers should strive to match the type of homework given to the learning goal to make homework a focused learning experience.

3. Homework should be evaluated in a timely manner and utilized to both inform instruction and provide valuable feedback to the student and family.

4. Large quantities of repetitive homework should not be given. (Practicing mistakes cements inappropriate procedures and makes them hard to overcome).

5. Every effort shall be made to assure that there is a balance with the number, frequency and degree of difficulty of homework assignments, particularly when students have more than one teacher. Research indicates that a good rule of thumb is to multiply the grade level of the student by ten minutes to gauge the correct amount of homework time in total to assign per night.

6. Homework production should be part of the student's overall evaluation. However, no student should ever fail a course on the basis of homework alone. Opportunities to make up homework should be offered to every student.

7. Homework given over weekends, holidays, vacations and other non-school time is allowed; however, it should be limited.

8. Homework should not create a financial burden on the family. Furthermore, equity of access to technology needs to be considered when assigning and evaluating homework.
The Board of Education believes that family support in students' homework is essential to making homework an integral part of the educational program. Families are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to successful completion. Students should, however, complete their own homework assignments. Completing assignments for students does not help them but rather denies them valuable opportunities to prepare for learning, practice skills and deepen understanding of concepts.

The district shall also make every effort to provide time and spaces during the school day where students can complete their homework and access homework help.

The Superintendent is charged with the development of administrative regulations.

Adopted: July 26, 1989
Revised: March 5, 2020
Students are assigned homework for the purpose of increasing their knowledge or skills. Students will be expected to complete all homework on time. Students who do not submit homework on time are still obligated to complete it. Homework provides excellent opportunities for developing good study habits, provides for individual differences and abilities, and encourages self-initiative on the part of the student.

Milford Central School believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

The bulk of student work will be completed in the classroom. Teachers create dynamic, engaging lessons that maximize student learning during the instructional period. The purpose of homework is to enhance the learning process by either reinforcing classroom learning or by enriching school experiences. Homework will not be assigned for busy work or punishment.

**GENERAL HOMEWORK GUIDELINES:**

**Elementary School: PK-5**  
Daily literacy and numeracy activities that can be practiced at home have been shown to be beneficial for students of all abilities.

**Middle School: 6-8**  
30-60 minutes per day total.

**High School: 9-12**  
1-2 hours per day total.

If parents are concerned that their child is receiving either too little or too much homework, they should contact the child’s teacher.

Adopted: July 26, 1989  
Revised: March 5, 2020
The Milford Central School Board of Education strongly encourages academic excellence on the part of all of its students and further believes in providing regular recognition for their significant accomplishments academically. One of the ways this is to be accomplished is through the honor roll and special mention list.

At the end of each marking period student grades will be averaged. For the 1st and 3rd quarters, the grade used will be the class average. For the 2nd and 4th quarter periods, the academic average is computed by averaging class averages (doubled) and the quarter test and adding them together and dividing by the number of marks listed.

A high honor, honor, and special mention list will be generated for all secondary students.

<table>
<thead>
<tr>
<th>HIGH HONOR</th>
<th>HONOR</th>
<th>SPECIAL MENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.5% or higher</td>
<td>89.5% - 94.4%</td>
<td>84.5% - 89.4%</td>
</tr>
</tbody>
</table>

Students will not have an average calculated for the purposes of the Honor Roll if they have an Incomplete in any class.

Adopted: September 30, 1991
Revised: January 28, 1998
Revised: March 5, 2020
It is essential that each child experience both challenge and success from school activities. To this end, the district will make every effort to place each student in the most appropriate learning level for a successful educational experience.

State standards indicate goals for achievement by the "average" student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression:

**Early Identification/Intervention**

Classroom teachers are expected to make every effort consistent with the district’s implementation of Response to Intervention (RtI) to identify early those students at risk of failing to achieve grade level expectations. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the RtI Team or ultimately the Committee on Special Education for evaluation.

**Promotion/Retention**

**Elementary Students (PK-6).** At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects -- Reading, English, Mathematics, Spelling, Social Studies and Science, along with attendance and social and emotional growth-- shall have their cases considered on an individual basis and may be retained. Retention shall be limited to those situations where the best interest of the child is reasonably assured. Diligent effort shall be made to use all available resources to determine the child’s appropriate placement.

A child who has been retained once at the elementary level will not be retained again. However, if a parent requests retention and/or the teachers feel it will be beneficial to the child, retention will be considered.

**Middle School Students (7-8).** Students who fail one or two core courses shall have the failure evaluated and a determination made as to the reason for the failure. In typical cases, the student will be promoted, but may be assigned to a lower academic ability group. The decision shall be arrived at by consensus from a case conference approach involving teacher, Principal and guidance counselor.

Students who fail more than two core subjects shall fail for the year. Foreign languages in 7th and 8th grade are considered core subjects.

**High School Students (9-12)** In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of 4 or 5 units of credit at each level.

**Student Acceleration:** Acceleration will be considered on an individual basis based on a student’s academic record, attendance, and social and emotional growth.
Academic Standards

The Building Principal shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Superintendent of Schools each year.

Retention/Acceleration

A decision to retain or accelerate shall be arrived at by consensus from a case conference approach involving but not limited to the teacher, Building Principal, counselor and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. Standardized test scores will not be the sole or primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

Notification

In order to inform parents/guardians about the district’s approach to promotion and retention, this policy will be posted on the district website and included in student and/or parent handbooks.

Ref:

Education Law §§ 305(47); 1709; 2503(4); 3202
8 NYCRR §100.4
Matter of Eckert, 13 EDR 270 (1979)
Op. Counsel, 1 EDR 775 (1952)

First Reading:  April 13, 2000  
BOE Approved:  May 9, 2000  
Revision First Reading:  April 8, 2004  
BOE Approved:  May 13, 2004  
Revised and Adopted:  December 8, 2016
The Milford Central School District Board of Education will issue Regents and Local diplomas in accordance with the regulations of the Commissioner of Education and all pertinent revisions thereof.

To the extent practicable, the Student Handbook will be updated on an annual basis to reflect the current course and exam requirements needed for students to graduate.

**ADDITIONAL LOCAL GRADUATION REQUIREMENT**

All students of Milford Central School are required to successfully complete a Senior Interdisciplinary Project (S.I.P) in order to graduate. The students must complete and present to a panel of judges a research project on a topic of their choice. This project is to include three (3) different disciplines that are intertwined in the subject matter.

**PHYSICAL EDUCATION**

Students who are excused from Physical Education by a physician will have the physical education requirements reduced proportionally, but they must still meet the overall credit requirements. Five-year graduates must take a fifth year of physical education.

Adopted: February 8, 1982
Revised: June 9, 1986
Revised: September 10, 1997
Revised: November 18, 2015
Revised: March 5, 2020
The Milford Central School District Board of Education recognizes that, in certain instances, students may benefit from early graduation. These students who wish to graduate from high school in less than the ordinary four-year sequence must receive permission from the Principal. To be eligible, the student must complete all prescribed graduation requirements. Furthermore, if a student wishes to complete the usual four-year course of studies in three years, then the student will be ranked with that graduating class.

With regard to individual student requests, the following factors may be considered: the student’s grades, performance in school, the student’s future plans and benefits that would accrue to the student if the request for early graduation were to be approved. The Principal shall make the final decision on whether to grant permission after consultation with the individual student’s counselor, the student and parent(s).

The Principal shall notify the Superintendent and Board of Education of the outcome of each early graduation request.

The student has the right to return to their original four-year graduation plan at their discretion.

Adopted:  July 26, 1989
Revised:  March 5, 2020
1. Students who desire to complete their educational program by early graduation must make this decision by the end of the first semester of their sophomore year.

2. The student must complete the “Early Graduation Form” which shall include the following information:
   a. Reasons for seeking to complete high school in less than four (4) years.
   b. Post high school plans.
   c. Parent’s/Guardians approval

3. The Principal will meet with the student to discuss their application.

4. If approved, the student will be considered a member of the graduating class upon successful completion of the first semester of work in their junior year.

5. If failing in either English or Social Studies, the student will drop the senior course, without penalty, and remain a member of the junior class.

Adopted: July 26, 1989
Revised: March 5, 2020
**STUDENT INFORMATION**

Reason you want to graduate early:

What are your post-secondary goals:

---

**PARENT/GUARDIAN STATEMENT**

Please state your thoughts on your child’s request for early graduation:

---

**PRINCIPAL’S DECISION**

- [ ] Approved
- [ ] Not approved. Rationale:

---

Decision transmitted to Superintendent and Board of Education on what date?

---

**Adopted:** July 26, 1989

**Revised:** March 5, 2020
The graduation or commencement ceremony is a time to celebrate the honors and achievements of the graduating class. The Board of Education will establish the date for graduation ceremonies. The administration, in coordination with the class advisor(s), will determine the place, program details and attire, which may not be assigned based on gender. Academic and other awards and scholarships may be presented along with diplomas. Speakers may be selected from among the graduating class or others.

Participation in the graduation ceremony and related activities will be predicated on satisfactory completion of all graduation requirements, or as otherwise described in this policy. Exceptions may be made under extraordinary circumstances with the permission of the Superintendent. A student who has earned either a Career Development and Occupational Studies Commencement Credential (CDOS) or Skills and Achievement Commencement Credential (SACC) by the time his/her ninth-grade cohort reaches graduation may, but is not required to, participate in that graduation ceremony and related activities.

If a student who participates in the graduation ceremony by earning a CDOS or SACC only subsequently meets the requirements for either a Regents or local high school diploma, he/she may participate in the graduation ceremony of that graduating class as well.

A student with a disability who participates in graduation ceremonies by earning only a CDOS or SACC is entitled to continue his/her educational program until the end of school year in which the student turns 21 years old, or until he/she earns a Regents or local high school diploma.

The Superintendent shall develop regulations to implement this policy, to be adopted by the Board. The District shall provide annual written notice to all students and their parents/guardians of the requirements of this policy and associated regulations.

Ref:

Education Law §3204(4-b) 8 NYCRR §§100.5; 100.6

Adopted: December 8, 1993
Revised: October 11, 2018
A student who has earned either a Career Development and Occupational Studies Commencement Credential (CDOS) or a Skills and Achievement Commencement Credential (SACC), but not a high school diploma, shall be allowed to participate in the graduation ceremony and related activities of the student’s graduating class.

The District shall retain a record of each student’s ninth grade cohort. Each year, the Principal shall determine whether each student who entered ninth grade with the current year’s graduating class is eligible to participate in that year’s graduation ceremony, pursuant to state law, Board policy and this regulation.

During the school year in which the ninth grade cohort enters twelfth grade, the Principal, shall submit to the Superintendent of Schools the name(s) of all students who are on track and expected to earn either a CDOS or SACC, but not a Regents or local high school diploma, by the time of graduation.

For each student so identified, the Superintendent or designee shall ascertain whether the student wishes to participate in the graduation ceremonies and related activities of that year’s graduating class by discussing the matter with the student and/or parent/guardian either in person, in writing, by telephone, or via email.

For any student who meets such requirements and wishes to participate in the graduation ceremony and related activities, the Superintendent shall ensure, prior to graduation, that the Principal, the student, and his/her parent(s)/guardian(s) are notified that the student may participate in that year’s graduation ceremony and related activities, and shall ensure his/her participation is facilitated.

The District shall provide annual written notice to all students and their parents/guardians of the requirements of this regulation and associated policy.

Adopted: October 11, 2018
CLASS RANK

Class rank will be determined at the end of the third quarter of the senior year.

In order to qualify for selection as Valedictorian or Salutatorian, a student must have:

- completed the requirements for a Regents Diploma.
- completed at least three quarters in the senior class and one semester in the junior class.

Class rank and GPA will be determined by a weighted, cumulative numerical accounting of each student's final course averages from Grade 9 through graduation.

Additional Weights:

4th Level Course of a Regents Sequence: One (1) point shall be added to the final grade

College Courses: Two (2) points will be added to the final grade

College courses are those offered and taught under the direction of an accredited institution of higher education. Any college course taken in order to satisfy graduation requirements, with prior approval of the administration, will be weighted per this policy.

Advanced Placement (AP) Courses: Two (2) points will be added to the final grade

Advanced placement courses are those offered and taught following guidelines as provided for Advanced Placement courses by The College Board. They provide the opportunity for a student to take a national examination through which they may qualify for college/university credit.

The high school counselor will maintain a list of current courses that are eligible for additional weighting.

Effective with the graduating class of 2026, a student must complete the requirements for an Advanced Regents Diploma in order to qualify for selection as Valedictorian or Salutatorian.

Adopted: September 22, 2005
Revised: March 15, 2021
The Board of Education recognizes that the study of living things is essential to effective instruction in the life sciences. The primary goals for demonstrations and investigations involving animals are to achieve an interest in and an understanding of the life processes, to demonstrate biological principles, and to teach proper care and handling of animals. Therefore, the Board requires that any such instructional activities, investigations, and projects be well-planned and adequately supervised, and be conducted with a respect for life and an appreciation of health and safety of both animals and students.

The Board also recognizes that some students have moral or religious objection to dissection or otherwise harming or destroying animals. In accordance with state law, students shall have the right to opt out of dissection activities, provided that the student performs an alternative project approved by the student's teacher. The objection must be substantiated in writing by the student's parent or guardian.

At the start of the school year, teachers of courses that include animal dissection shall give notice to the students in those classes of their opt-out rights and responsibilities under the law and this policy. Such notice shall be shared with parents of those students, and also be available upon request.

Ref:

Education Law §809(4)

Responsible Use of Live Animals and Dissection in the Science Classroom, National Science Teachers Association Position Statement, revised March 2008 (www.nsta.org/about/positions/animals.aspx)

Adopted: December 8, 2016
STUDENT POLICIES
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- **5500-E1**: NOTICE REGARDING ACCESS TO STUDENT RECORDS AND INFORMATION
- **5500-E2**: NOTIFICATION OF DIRECTORY INFORMATION DESIGNATIONS
- **5500-E3**: SAMPLE DIRECTORY INFORMATION OPT-OUT FORM
- **5500-E3-1**: SAMPLE NOTIFICATION DISCLOSURE TO THE MILITARY
- **5500-E4**: PARENTS' BILL OF RIGHTS FOR STUDENT DATA PRIVACY AND SECURITY
- **5500-E4-1**: PARENTS'S BILL OF RIGHTS---THIRD PARTY CONTRACTOR SUPPLEMENT
Milford Central School District's Wellness Policy
On Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Milford Central School District is committed to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Milford Central School District that:

• The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

• All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

• Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

• Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat.
To the maximum extent practicable, our district will participate in available federal school meal programs such as the School Breakfast Program, National School Lunch Program [including after-school snacks], and Summer Food Service Program.

Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Advisory Committee

The school district will create, strengthen, or work within existing school health committees to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committees also will serve as resources to school sites for implementing those policies. (A school health advisory committee consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

SCHOOL MEALS

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, or exceed, nutrition requirements established by local, state, and federal statutes and regulations;

MCS will attempt to share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.
Breakfast: To strive for all children having breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- MCS will operate the School Breakfast Program.
- MCS will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- MCS will notify parents and students of the availability of the School Breakfast Program.
- MCS will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals: Milford Central School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, the school may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

Qualifications of School Food Service Staff: Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS

All foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) during the school day will strive to comply with the current USDA Dietary Guidelines for Americans.

Fundraising Activities: To support children's health and school nutrition-education efforts, MCS will encourage fundraising activities that promote physical activity and healthy nutrition. The school district will make available a list of ideas for acceptable fundraising activities.
**Snacks:** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and milk or water as the primary beverage.

- If eligible, when our school provides snacks through after-school programs they will pursue receiving reimbursements through the National School Lunch Program.

**Rewards:** School will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

**Celebrations:** The district will disseminate a list of healthy party ideas to parents and teachers.

### III. Nutrition and Physical Activity Promotion

**Nutrition Education and Promotion:** Milford Central School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting:** For students to receive the nationally-recommended amount of daily physical activity and for students to fully
embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- opportunities for physical activity will be encouraged for inclusion into other subject lessons.

**Communications with Parents:** The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Staff Wellness:** Milford Central School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The staff wellness committee could be a subcommittee of the school health advisory committee. The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

**IV. Physical Activity Opportunities and Physical Education**

MCS recognizes the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the district will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals. The components of the district's physical education program shall include a variety of kinesthesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts. Students shall be given opportunities for physical activity through a range of before-
and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition and health.
- MCS shall enhance the quality of physical education curricula and increase training of physical education teachers through site-based and district-wide staff development.
- An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion.

**Daily Recess:** All kindergarten through 4th grade students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

**Physical Activity and Punishment:** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) as punishment.

**Use of School Facilities Outside of School Hours:** School spaces and facilities will be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations unless the district is operating under a contingent budget. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

**V. Monitoring and Policy Review**

**Monitoring:** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

The superintendent or designee will develop a summary report every three years on the compliance with the district’s established nutrition and physical activity wellness policy. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel.

**Policy Review:** To help with the initial development of the district’s wellness policy, the School Health Advisory Committee will conduct a baseline assessment of the school's
existing nutrition and physical activity environments and policies. The results of the assessment will help to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

First Reading: 4/13/06
Adopted: 4/27/06
Milford Central School – Food Allergy Policy

The District requires the school nurse meets with the parents/guardian regarding any medical issues and/or allergies identified through the student registration process. A support team is established that includes the child, parents, school nurse, food service director and teachers. This support team would develop an individual emergency plan if an allergic reaction should occur in school.

All personnel will be made aware of this student’s allergy condition and the school nurse will train those personnel directly involved with the student on the emergency plan. A letter will also go home to all the parents in this child’s classroom that explains the allergy and what they need to avoid sending to the classroom in the form of snacks, food for parties, etc. Food and utensil trading is discouraged and no snacks are to be brought in that are allergy related: example, any peanut or peanut oil products.

Personnel will be trained to act immediately and summon the school nurse if a child appears to be exhibiting signs or symptoms of an allergic reaction. As a further precaution, Epi-pens will be available in the nurse’s office and on the school bus. Bus drivers would be trained for the proper use of the Epi-pen. A record of personnel trained in proper procedures will be kept current in various sites on school grounds and in vehicles.

Food products purchased and served in the cafeteria are routinely reviewed for ingredients and labels of all foods are saved for reference purposes. Rather than banning peanut butter sandwiches, they will not be made on site. The sandwiches will be purchased ready-made and individually wrapped (as in Smucker’s Uncrustables). Peanuts or peanut oil are not used in cooking/baking that is done on the premises. Cafeteria personnel will establish “peanut free” zones in the common eating area. Instead of isolating the child at a table, the teacher and/or aide will ensure that the other lunches on the table do not contain peanut butter. For students eating in their classroom, the teacher will be responsible for keeping a clean “allergen free” desk.
Parents/guardians will supply appropriate medications, labeled, accompanied with a copy of the physician’s order/original prescription. Personnel providing medication will inform the parent in writing on a medication log. The nurse will call and inform the parent immediately after medication has been given.

Adopted: 9/13/07
ATTENDANCE POLICY
REVISION COMMENCING SEPTEMBER 2003

(i) It shall be the policy of the Milford Central School District to encourage regular and consistent attendance of all students. The Board of Education, in accordance with the state Education Law, requires that each minor from six to seventeen years of age shall regularly attend school full time, unless he or she has completed a four-year high school course of study.

Attendance is important. It is each student's basic responsibility as a member of the school community. In addition, regular attendance is directly related to academic and career success.

Every student is expected to be on time and attend all classes and study halls. Attendance is taken by teachers and staff each day and each period. It is expected that all missed work be made up.

(ii) Specific strategies to accomplish the objective of ensuring regular school attendance may include, but are not limited to the following:

1. Ensure that course content and instruction are meaningful, challenging and appropriate for all students including those with disabilities.

2. Provide on-going professional development in the areas of instructional delivery, curriculum development and alignment and classroom management.

3. Communicate regularly with parents and guardians about attendance issues.

4. Coordinate efforts with outside agencies such as Department of Social Services, Family Court, Probation Department and Department of Mental Health to provide support for students and families struggling with attendance issues.

(iii) The following absences are considered excused absences:

1. College visits for seniors only who have submitted permission forms prior to scheduled visit.

2. Military appointments or obligations

3. School sponsored field trips/activities
   a. This may include, but is not limited to, SIP presentations/workdays, job shadowing, Art in Education workshops, government class observations

4. Vocal/instrumental lessons

5. Athletic dismissal

6. Religious observances

7. Absences due to in-school and out-of-school suspension

8. Students on home-bound instruction

9. Any medical appointment or excused appointment with an official written document from said office or institution (Parent's notes are not acceptable).

10. A Doctor's letter/prescription stating student cannot attend school for specified amount of time

11. Bereavement (death of family member (only) up to 3 days)

First reading: June 13, 2002  Amendment First Read: June 12, 2003
Adopted: June 27, 2002  Amendment Adopted: June 25, 2003
The following absences are considered unexcused absences:

1. Any other absence not listed above.
2. Tardiness to a class after 20 minutes or more.
3. MCS School Nurse office visit consisting of 20 minutes or more.

(iv) The following codes are used in the attendance register:

- AL = excused absence
- AI = unexcused absence
- D = dismissed
- ES = out of school suspension
- IS = in school suspension
- TL = excused tardy
- TI = unexcused tardy
- HL = half excused absence
- HI = half unexcused absence

(v) To earn credit for passing a course, students may not exceed an absence rate of 20 unexcused absences for a full-year course or 10 unexcused absences for a one semester or half-credit course. A pro-rated amount of days will be determined for students' entering after the school year has begun. Unexcused absences are defined in section iii of this document. Students who miss class due to an unexcused absence will have the opportunity to make-up the class time missed and the absence will not be counted as an absence for the purpose of granting course credit. The following is a list of suggestions for making up missed class time. This is not a comprehensive list.

- *come in after school to make up the time missed
- *complete a project or a given assignment
- *schedule an appointment with the teacher
- *make up the work during a study hall, period missed = a study hall
- *make up time during lunch
- *come in during another section of the class if possible (from study hall)
- *conference with the teacher about a possible alternative if absence is lengthy
- *complete all the notes and class work and assignments for each day absent
- *students have five school days from a missed lab due to an absence to make it up for full credit.
- *come in on a Saturday

Teachers will report any student upon their fifth (5), tenth (10), fifteenth (15), and twentieth (20) unexcused absences to the guidance counselor. The guidance counselor will make contact with the student and parent/guardian in an effort to improve attendance rates. The principal will be included in such interaction when it is deemed appropriate by the counselor. After ten (10) unexcused absences, a parent/teacher
student conference will be conducted. After fifteen (15) unexcused absences, a parent/teacher/principal student conference will be conducted.

Once a student has reached 21 unexcused absences for course credit, the parent/guardian shall be notified in writing. This notice will include a copy of the school attendance policy, complete with a list of the make-up options available to students, and incentives the district will use to encourage improved attendance.

When a student has 21 or more unexcused absences he/she has 5 school days to make-up the class time missed.

(vi) Incentives:

Students that attend school 100% of the days 100% of the time will receive an award from a local restaurant and a certificate from the school.

Tardy Disciplinary Sanctions:

Students that are tardy to each class including 1st period will receive a detention after their third late.

Early Departure Sanctions:

Students leaving school early cannot participate in extra curricular activities unless they have a valid excuse. Such an excuse would include, but not limited to a doctors note, work release.

(vii) Form letter that will be sent to parents:

School Year 2003-2004

Mr. &Mrs. ______
Main Street
Milford, NY 13807

Dear Mr. and Mrs. __________

As per the attached report, please be advised that ( student name ) has been absent from ( course name ) for (amount of days) days. I am concerned about this excessive number. To earn credit for a course, students may not exceed an unexcused absence rate of 20 days for a full credit course or 10 days for a half year/half credit course. Students who miss class due to an unexcused absence will have the opportunity to make-up the class time missed and the absence will not be counted as an absence for the purpose of granting course credit.

Enclosed is a copy of the school's attendance policy. Highlighted are those make-up options available to your child as well as incentives used by Milford Central School to encourage improved attendance.

Punctuality and good attendance is important for continued success in school. If you wish to discuss this with me, I may be reached at 286-3349.

Sincerely,

First reading: June 13, 2002
Adopted: June 27, 2002

Amendment First Read: June 12, 2003
Amendment Adopted: June 25, 2003
(viii) The process to develop specific interventions strategies:

1. The teacher should meet with the student to discuss reasons for the missed classes, what support he/she may need from the teacher, and how work can be completed.

2. If a teacher/student meeting does not resolve the absentee problem, the teacher should notify the parents, in writing, and request a meeting. At the meeting, the teacher, parents and student should work on a plan to correct the problem.

3. In the event the parents do not respond, or refuse to help remedy the absence problem, the teacher should notify the administrator. Working with the student, teacher and, guidance counselor, a decision may be made to use PINS for the individual student, or to use some other means of intervention.

4. All efforts to help the student achieve consistent attendance, and to complete the necessary course work should be documented by the teacher.

(ix) Eileen Leach is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the comprehensive attendance policy.

Milford Central School will abide by state regulations on retention and disposition of attendance registers according to the ED1 — 6 years. (1.44)
CENSUS

The Milford Central School District will annually conduct a census of all children between birth and 18 years of age and, in the case of physically or mentally handicapped children, between birth and 21 years of age. Such census will be conducted by a person appointed by the Board of Education and be done during the month of August. The person appointed will be the school nurse if it is possible for this person to conduct the census.

The census must be prepared in duplicate, one copy filed with the clerk of the Board of Education, and one copy with the Superintendent, on or before October 1. Census information regarding handicapped children must be filed annually with the Superintendent of the Otsego Northern Catskills BOCES and the chairperson for special education.

The census must indicate the names of all children within the prescribed age range, their respective residences by street and number, the day of the month and the year of their birth, and the names of the persons in parental relations to them.

The census taker must acquire as much information as possible relating to physical or mental defects, illiteracy, student employment, and highest level of education obtained by the mother and the father.

Persons in parental relation to children within the prescribed ages are required to make reports to the Board of Education including the name of the child, his or her residence, and name of the person or persons in parental relation and such other facts as the Board may require.

The Board of Education directs the administration to establish a register of all children with handicapping conditions who reside in the district. The register of such children and others referred to the Committee on Special Education as possibly handicapped must be maintained and revised annually by the Committee.

The Chairperson on the Committee on Special Education should implement procedures to assure the availability of statistical data to readily determine the status of each pupil with a handicapping condition in the identification, location, evaluation, placement and program review process.

1st Reading: September 12, 1991
Adopted: September 30, 1991
Student Screening

This policy is in compliance with the mandates of Chapter 53 of the Laws of 1980. The Milford Central School District will provide screening of the following students for the purpose of identifying potential handicapped and/or gifted students.

1. All entering kindergartners.
2. All new enterers who have not in their previous school attendance been screened.
3. Students scoring below level 2 of the NYS PEP tests in reading and/or math.
4. Students scoring below a raw score of 45 in the Reading PCT.
5. Students scoring below a raw score of 41 in the Writing PCT.

Adopted: April 25, 1983
First Reading of Revision: December 11, 2003 Amendment Adopted: January 8, 2004
ADMINISTRATIVE PROCEDURE FOR SCREENING

A. Means for developing names of students requiring screening and persons responsible for development and to whom they report.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DATA USED</th>
<th>PERSONS RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entering Kindergarten</td>
<td>Census date</td>
<td>School nurse to Bldg Adm.</td>
</tr>
<tr>
<td>2. New entrants Grades 1-12</td>
<td>Registration data</td>
<td>Registrar to School Adm.</td>
</tr>
</tbody>
</table>

(New enterer is any pupil in grades 1-12 who is entering a NYS school for the first time or who has not been screened as per transfer records.)

3. Third grade pupils scoring below level 2 on the PEP tests in reading and/or math. Test results Teacher or test scorer to Bldg. Administrator

4. Takers of the PCT's scoring below a score of 45 in reading Test results Guidance Counselor to Bldg. Administrator

B. Screening Procedures:

1. Entering Kindergarteners
   a. Establish date – spring
   b. Letters of notice to parents listing date, time, place, procedure, documents needed, and pre-screening questionnaire. (See Attachment A.)
   c. Screening day the following stations will be operated:
      1) Registration desk - hand in questionnaire and immunization record, pass out list of screening stations. Handled by the health official.
      2) Articulation skills – handled by speech therapist
      3) Motor development – done by physical education teacher
      4) Cognitive and language development – done by kindergarten teacher and Title I/PSEN teacher.

2. New Enterers:
   a. Records will be reviewed by Building Administrator to determine specific screening needed using screening checklist – referral to appropriate building personnel.

Continued.........
3. Students scoring below PEP and PCT reference points:
   a. Students will be referred to school psychologist for evaluation after a review of
      students' records by Building Administrator, using screening checklist.

C. Screening Instruments:
   1. Vision – Snellin
   2. Hearing – audiometer
   3. Scoliosis – Scoliosis Screening Test
   4. Physical – prescribed school exam
   5. Articulation – Compton Skilling – younger pupils
      Goldman-Fristol – older pupils
      Joliet Articulation/Phonological Test
   6. Motor Development
      a. low balance beam walking
      b. hopping
      c. skipping
      a. copy forms
      b. print name
      c. build with cubes
      a. high balance beam walk
      b. speed test – running
      c. kick a ball, hit a ball
         catch a ball, and dribble a ball
      d. do sit-ups, push-ups, and
         chinning drill
      a. draw a figure from memory
      b. thread a needle
      c. draw a person
      d. tie 3 different knots after
         instructions

7. Language, Cognitive, Gessell Screening & Social Development
   4-6 1/2 year olds
   a. receptive Language Development with the Joliett 3-minute screen
   b. expressive Language Development with the Joliett expressive test

D. Notice of Screening:
   1. The parents of all students requiring screening who are identified under A-2, 3, 4 of this
      procedure will be notified of the need for screening by the Building Administrator. (See
      Attachment B.)
   2. The parents of all kindergartners will receive notice under B., 1(b) of this procedure.

Continued .........
E. Non-English Speaking Students:

1. The district will provide assistance in the native language for students who are screened and are not proficient in English.

F. Confidentiality:

G. All records of screening will become part of the students' personal school record which is subject to the district policy #5500 under the Family Rights and Privacy Act.

e. Non-biased Testing:

D. The district will use testing devices which will not discriminate against any student because of age, race, or cultural background.

f. Reporting to Parents:

D. Results of the testing will be reported to all parents on a report form (See Attachment C) plus an explanation of the test items.

E. A parent conference will be arranged for all parents requesting it or with students the school feels are in need of the conference.

g. Procedures for referral to CSE and or Superintendent:

D. Within 5 days of the screening completion, all personnel involved in the screening will meet with the Building Administrator.

E. At this meeting, all the individual checklists prepared by the personnel responsible for various screening aspects will be placed on a single form (see Attachment C) and recommendations made on each pupil.

F. The Building Administrator will, based on the results of the staffing meeting, prepare the referrals for the CSE of possible handicapped pupils and to the Superintendent of possible gifted pupils. These referrals must be made within 10 days of the staffing meeting.

h. In-Service:

D. All personnel involved in screening of kindergartners will meet prior to the screening date to review all stations and screening devices.

E. All personnel involved in screening pupils identified under A, 2,3, & 4 will receive screening review by the Building Administrator to assure proper screening is provided based on the needs assessment done under B, 2 & 3 of this procedure.

i. Timeline:

D. Kindergarten: completion on the day or days established.

E. New enterers: needs assessment by the second day done by the Building Administrator. Identified screening needs within 10 days of entrance.

F. PEP and/or PCT: needs assessment by the second day after Building Administrator receives the scores of pupils below the reference points identified screening needs within 10 days after Building Administrator review.
SCREENING QUESTIONNAIRE

Name of Child  
Date of Birth  Name of Nursery School Address:  

Mother's Name  
Father's Name  
Any special problems:  yes  no  
Telephone Number  

Native language spoken in the home  

Is your child presently taking any medication:  yes  no,  
If yes please list:  

1. (a) Have you ever suspected that your child may have defective eyesight?  
(b) If so, has he/she ever been seen by an optometrist or an eye specialist?  
(c) If so, what was the result of the examination and recommendations, if any?  

2. (a) Have you ever suspected that he/she may have defective hearing?  
(b) If so, has he/she ever had his/her hearing tested?  
YES  NO  Date:  
(c) If so, what was the result of the examination and recommendations, if any?  

3. (a) Has your child had any other screening or evaluations?  
YES  NO  Date:  
(b) If yes, what were the results?  

4. (a) Has your child been hospitalized at all since birth?  
YES  NO  Date:  
(b) If so, what was the reason?  
(c) Any other serious illness or injuries?  

5. (a) Has your child ever seen a dentist?  
YES  NO  Date:  
(b) If so, for what reason?  

6. Does your child have any allergies?  YES  NO.  If yes, please list
7. By the age of 3 1/2 did he/she tend to omit words? (e.g./ "I going to school.") YES NO

S. Can he/she remember a short message or a telephone number? YES NO

9. Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that all reports and testing results will be treated confidentially.

_____________________________    Parent/guardian signature

Date
Dear __________________________

____________________________ has been identified as needing screening because of _________________ [new entrant/scores on tests]. This screening will be done by to see if further evaluation should be done.

As soon as the screening is complete, a report to you will be made with any recommendations we might have about further screening.

If you have any questions regarding this screening, please contact me at 286-7721 between 8:30 a.m. and 4:30 P.m. Sincerely,

Building Administrator
This profile gives an overview of your child's performance during the Screening Program. A parent handbook is included which gives additional information about the program.

<table>
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<tr>
<th>AREAS EVALUATED</th>
<th>STRENGTHS</th>
<th>NO APPARENT DIFFICULTIES</th>
<th>FURTHER OBSERVATION INDICATED</th>
<th>PERSON CONDUCTING SCREENING</th>
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<td>PHYSICAL</td>
<td>Health and immunization records</td>
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<td>OTHER</td>
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Child attended all sessions  Parent Conferences held  Professional consultation recommended (If yes, please explain.)

NOTES:

Thank you for your participation in the screening program. If you have any questions concerning your child's performance, please call us at (your local school district telephone number).
Abe Tests—Recording Sheet

Name __________________________

Abe

Dontaneous

,veer

,sin

ridge

ate

;taps (6)

eps (10)
**isa interview**

Name ____________________________________________
Age ____________________________________________

aw

when is your birthday? ____________________ Month? ____________________ Day? ____________________

did you have a party? (Who came?)

What did you like to do best?

What was your favorite present?

how many brothers and sisters?
(Names, ages)

what does your daddy do?
(Where does he work?)

________________________

Incomplete Man (look like; order of parts & comments)

what does your mother do?
moil and Paper

Age

forms R __
Use 11 Examiner's Checklist

Physical data.

Hair color __________

Distinctive features ____________________________________________________________________________________________

Behaviors noted

1. Separation from mother
   = easily separated
   • will not let go of mother's hand
   □ sits on mother's lap
   □ stands next to mother
   □ other

2. Activity Level
   seated but legs swinging, arms moving, etc.
   □ seated but no overflow of behavior
   □ seated but does not remain so (runs around)
   • talks incessantly
   = little verbal overflow
   □ plays with pencil (or other test materials)
   □ other ____________________________________________________________________________________________

11. Testing Session

   Posture

   • pencil grasp
   □ body shifts

2. Manner of following directions
   □ understands with ease
   □ _________________ needs frequent redirection =
   □ other _________________

3. Physical activity
   □ arm movement
   □ leg movement
   □ tongue movement

4. Speech
   • fluent and articulate
   □ muddled
   • infantile
   □ other

5. Language
   □ expresses self well
   • thought processing problems
   □ other

Personality

E shy O verbal O expressive □ ability to inhibit
E outgoing □ quiet E talkative □ self-confident

1. Use of results

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
SCHOOL ADMISSIONS

The district shall provide a public education to all persons between the ages of five and twenty-one who have not received a high school diploma and are entitled to attend school. If such persons reside in the district, they may attend without payment of tuition.

A veteran of any age who has not yet received his/her high school diploma and who has been discharged under conditions other than dishonorable is eligible to attend school.

A non-veteran under twenty-one years of age who has received a high school diploma shall be permitted to attend school or BOCES upon payment of tuition.

In order to be eligible for kindergarten a child must be four (4) years and nine (9) months of age by September 1st. All new students are required to present proof of date of birth, residency, and required immunizations.

Reference: Education Law: 903, 904, 3202, 3208
Public Health Law: 2164

First Reading: November 10, 1993
 Adopted: December 8, 1993
The Board of Education recognizes its responsibility to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education which may exist in district practices. The Board will provide homeless children attending the district’s schools with access to the same free and appropriate public education, including preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless. An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

A homeless child has the right to attend school in either the district of origin (i.e., where he/she resided before becoming homeless), the district of current location, or a district participating in a regional placement plan. The homeless child is entitled to attend the designated school district on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child’s terminal year in such building.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. **Admission:** Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation and even if there is a dispute with the child’s parents regarding school selection or enrollment.

   Homeless children will have the same opportunity as other children to enroll in and succeed in the district’s schools. They will not be placed in separate schools or programs based on their status as homeless.

2. **Transportation:** The district shall provide transportation for homeless students currently residing within the district as required by applicable law.

3. **School Records:** For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable.
The Superintendent shall also designate a liaison for homeless children and ensure that this person is aware of his or her responsibilities under the law. The liaison’s responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children 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;
2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
5. homeless children receive educational services, including Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services;

In accordance with law and regulation, the district will offer a prompt dispute resolution process.

In accordance with Commissioner’s regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Ref:

42 USC §§11431, et seq.
Education Law §§207; 305; 3202; 3205; 3209 Executive Law §§532-b; 532-e
Social Services Law §§17; 62; 397
8 NYCRR §§100.2; 175.6

First Reading: May 22, 2003
Adopted: June 12, 2003
Revised & Adopted: February 17, 2011
Revised & Adopted: December 8, 2016
Each school in the district shall maintain forms provided by the Commissioner of Education for designating a homeless child’s district of attendance. These forms must be provided to any homeless child or parent or guardian who seeks to enroll a child in school. The district’s liaison for homeless students shall assist the homeless child and/or parent or guardian in understanding their rights under the law and provide them with information regarding the educational and related opportunities available to them.

School placement decisions for homeless children will be based on the “best interest of the child.” Unless doing so is contrary to the wishes of the child’s parent or guardian, to the extent possible, a homeless child will continue to attend the school of origin (the school the child attended when he or she became homeless).

If the district wishes to send a homeless child to a school other than the school or origin or a school requested by the parent or guardian, the Superintendent or designee shall provide the parent or guardian with a written explanation of its decision, together with a statement regarding the right to appeal the placement process. The Superintendent or designee shall refer any such dispute to the district’s liaison for the homeless for resolution. The homeless child must be enrolled in the school sought by the parent or guardian pending resolution of the dispute.

Admission Procedures

Upon designation, the Superintendent of Schools or designee shall immediately:

1. review the designation form to ensure that it is complete;
2. admit the homeless child even if the child or his/her parent or guardian is unable to produce records normally required for enrollment or there is an unresolved dispute regarding school selection or enrollment;
3. where applicable, make a written request to the school district where a copy of the child’s records are located for a copy of the homeless child's school records;
4. notify the liaison for homeless children of the child’s admission. The liaison shall:
   a. notify the child and/or the parent or guardian of the educational and related opportunities available to homeless children including transportation;
   b. ensure that the child receives the educational services for which they are eligible, including Head Start and Even Start and preschool programs administered by the district;
   c. make necessary referrals to health care services, dental services, mental health services, and other appropriate services; and
   d. ensure that any enrollment disputes are mediated promptly and in accordance with law.

The Superintendent or designee shall forward a copy of the designation form to the Commissioner of Education and the school district of origin where applicable.
Transportation

Unless the homeless child is entitled to transportation provided by the Department of Social Services or Office of Children and Family Services, the district shall provide transportation services to the child in accordance with applicable law. A designated school district that must provide transportation to a homeless child may not provide transportation in excess of 50 miles one way, unless the Commissioner of Education determines that it is in the best interest of the child.

Dispute Resolution Process

If, after the Superintendent reviews the designation form (STAC-202), he/she finds that the student is either not homeless, not entitled to attend the district’s school, or not entitled to transportation (if requested) the Superintendent or designee will do the following:

1. Contact the district’s homeless liaison to assist in dispute resolution process.
2. Contact the student and parent (if available) and inform them of their opportunity to provide more information prior to the district making a final determination.

If, after consideration of any additional information and input from the homeless liaison, the Superintendent makes a final determination that a student is not homeless, or not entitled to enrollment or transportation, he/she must provide the student's parent or guardian, or the student, if the student is an unaccompanied youth, with written notice that the student is not entitled to their request. This written notice must also:

1) state the rationale/basis for the district's determination;
2) state the date as of which the student will be excluded from the district's schools (or transportation);
3) advise that the district's final determination may be appealed to the Commissioner of Education (Commissioner);
4) provide the name and contact information for the district's homeless liaison;
5) inform the student's parent or guardian or the student, if the student is an unaccompanied youth, that the district's homeless liaison is required to assist him/her in filing such an appeal; and
6) include, as an attachment, the form petition needed to file an appeal to the Commissioner.

The Superintendent must ensure that the district's final decision is delivered to the parent, guardian, or unaccompanied youth in a timely manner. The student must remain enrolled and provided with transportation (if requested) until the district makes a final determination and for a minimum of 30 days after the determination to give the student's parent or guardian or unaccompanied youth the opportunity to appeal to the Commissioner.

If the parent/guardian or student commences an appeal to the Commissioner with a stay application within 30 days of the final determination, the homeless child or youth will be permitted to continue to attend the school s/he is enrolled in at the time of the appeal and/or receive transportation to that school until the Commissioner renders a decision on the stay application.

Adopted: December 8, 2016
ADMISSION OF TUITIONED NON-RESIDENT AND OTHER STUDENTS

The Board of Education affirms that its primary responsibility is to provide the best possible educational opportunities for the children who are legal district residents and who are of legal age to attend school.

Legal residency is determined by the parent or guardian’s primary dwelling place. Parent(s)/guardian(s) can provide proof of residency through two of the following:

- Tax documents in their name(s);
- Deed or lease of a residential dwelling;
- A utility bill (gas, electric, telephone) in the resident’s name.

Resident who assume guardianship of non-resident students, must provide proof of transfer of custody and control. In the event that a student must live with a resident due to unforeseen circumstances for a short time without legal custody, the determination of whether to charge tuition will fall into the sole decision making authority of the Superintendent.

However, a non-resident student may be admitted to district schools, subject to and upon payment to the district of the Board-adopted tuition charge, if and only if, in the judgment of the Superintendent of Schools:

1. The non-resident student’s enrollment would not overload class size or require additional staff.
2. The non-resident student’s enrollment would not require enrollment in programs outside of the District’s programs and school facilities.
3. The non-resident student would not add to the burden of the staff or threaten the health, safety, and welfare of the student body. Any student currently under suspension or disciplinary action from another district will not be admitted.
4. The non-resident student understands and agrees to abide by all rules and regulations in effect for District students.
5. The student must maintain good standing academically and behaviorally.

CONTINUED ATTENDANCE

A non-resident student’s continued attendance will be dependent on a student’s maintaining a passing grade in all subjects and compliance with the District’s Code of Conduct and student attendance policy. The District reserves the right to terminate the attendance of a non-resident student based on these or other legitimate educational reasons.

FUTURE RESIDENTS

The children of parent(s)/legal guardian(s) who have signed a contract to buy or build a residence in the school district may be enrolled during the semester in
which they expect to become residents, without payment of tuition. Proof of pending purchase must be submitted to the Superintendent.

FORMER RESIDENTS

Resident students entering the Twelfth grade whose family is relocating from the District prior to commencement of the academic year, and who have attended the District on a continuous basis from ninth through eleventh grade as a resident student, may request in writing to the Superintendent that the non-resident student be permitted to complete their secondary education in the District without payment of tuition. The decision to grant or deny the request shall be at the District’s sole discretion. If the request is denied the non-resident student may submit an application to continue enrollment on a tuition basis.

APPLICATION

Applications for non-resident students will be accepted from July 1-20 preceding the September acceptance. Applicants will be contacted prior to the beginning of the school year with the enrollments decision.

TUITION

Non-resident students accepted for attendance shall pay tuition. Tuition rates shall be established in a manner consistent with the regulations and decisions of the New York State Commissioner of Education. Tuition is payable on an annual basis before September 1st of the enrollment year. A financial agreement will be signed establishing the terms. Enrollment application must be made for each child on an annual basis and enrollments decisions apply to each individual child, not to entire families.

SCHOOL DISTRICT TAXPAYERS

Students whose parent(s)/legal guardian(s) own property within the Milford Central School District may apply to attend school in the Milford Central School District. Tuition for these students will be charged at the district’s tuition rate minus the school taxes paid on the property. Non-resident tax payers shall inform the Superintendent in writing of their intent to enroll a child into the District.

EMANCIPATED MINORS

A student living in the District beyond the compulsory school age, who is independent and does not reside with his/her parent(s) or legal guardian(s), may establish emancipation by meeting the following requirements:

1. Submit documentation of his/her age, residence and means of support;
2. Explain the circumstances of the emancipation, including a description of the relationship with his/her parents/legal guardians; and
3. Is not claimed by parents/guardians on their income tax report as a deduction.
Upon meeting the above requirements and any standards applied by the Commissioner of Education, an emancipated minor would not have to pay tuition.

FOREIGN EXCHANGE STUDENTS

Students from other nations who are living with district residents, who are in the United States under an officially recognized foreign exchange program for study may be enrolled as resident students at the discretion of the Superintendent and the Board of Education without paying tuition. Application for attendance should be made prior to committing to the student’s participation and arrival in the United States.

FOSTER CARE STUDENTS

Students placed in foster care with a resident of the school district may be enrolled without paying tuition. Tuition would be charged back to the student’s home school using the DSS2999 form to determine the home school.

TRANSPORTATION

All arrangements for transportation to and from school shall be the sole responsibility of the non-resident parent(s) or legal guardian(s) of the non-resident student.

ELIMINATION OF NON-RESIDENT ATTENDANCE

The Board of Education reserves the right to limit of eliminate non-resident enrollment depending on the District’s resources and educational program needs. The Board of Education also reserved the right to seek reimbursement of tuition costs by appropriate legal action in a court of competent jurisdiction where it has been determined that a particular family has falsely claimed that their child is a resident of the District.

First Reading: May 27, 2010
Adopted: June 24, 2010
ADMISSION OF TUITIONED NON-RESIDENT AND OTHER STUDENTS

1. Non-Resident Students – Enrollment

On an annual basis at its reorganization meeting, the Board of Education shall, after consultation with district administrators, and upon the recommendation of district administrators, approve or disapprove acceptance of applications from non-resident students interested in attending Milford Central School District the following academic year. For each year the Board of Education approves enrollment of non-resident students, it shall at the re-organization meeting approve tuition amounts for non-residents students attending Pre-Kindergarten; Kindergarten through Sixth grade and Seventh grade through Twelfth grade the following academic year. Tuition will be determined in accordance with Commissioner’s Regulations and decisional law. Tuition will be required to be paid in full prior to commencement of the academic year. There will be no refunds if a non-resident student withdraws or is withdrawn by District policy during the academic year.

a. Recommendation of District Administrators

District Administrators, in making their recommendation to the Board of Education shall determine whether and to what extent current and projected resident enrollment for the following academic year permits enrollment of non-resident students within current staffing levels and current contract obligations.

b. Application Process

1. Application Period

Applications for non-resident students will be accepted from July 1-20 preceding the September acceptance. Applicants will be contacted prior to the beginning of the school year with the enrollment decision.

2. Applications

Non-resident students seeking to enroll in the District shall submit the form “Non-Resident Application” with required supporting documentation.

3. Enrollment Standards – Review of Applications

The District shall review applications in the order in which they are received. Parents of students seeking enrollment shall be informed of the District’s decision upon completion of the application review.
process. Students in good academic standing at their school of current enrollment without documented current or historical record of disciplinary sanction shall be offered enrollment for the following academic year. Non-resident students currently home-schooled shall be admitted upon satisfactory proof of good academic standing and an acceptable behavioral record. Any non-resident student applicant currently under suspension of other disciplinary sanction will not be eligible for enrollment. Students with historical disciplinary sanctions shall be enrolled at the sole discretion of the District.

Academic testing shall not be performed in conjunction with the review of new applications. Following enrollment academic testing may be required to assist the District in placing and meeting the needs of the non-resident student.

Parents of non-resident students seeking enrollment shall provide access to all records the District requires to complete a prompt review of the student’s application. Failure to cooperate in providing necessary records shall disqualify the student. The enrollment process may include interviews with the non-resident and/or their parents. Parents of non-resident students interested in applying for enrollment are encouraged to meet with District administrators to learn more about the District.

c. Enrolled Non-Resident Students

Enrolled non-resident students are expected to fully comply with all academic, social and disciplinary standards and requirements of the District. All non-resident students will be required to re-apply for enrollment for subsequent academic years. Non-Resident students failing to comply with all academic and disciplinary standards are subject to removal from the District either during or following the academic year. A student and his/her parent or guardian shall be entitled to an informal conference with the Superintendent of Schools before any decision is made by the Superintendent to terminate a student’s attendance.

Non-resident enrolled students will be permitted to continue attending the District (subject to good academic standing and disciplinary requirements) in the event the board of education does not authorize non-resident applications for future academic years. The Board of Education may in its sole discretion approve new enrollment of siblings of non-resident students upon request of the non-resident parents in years where the Board of Education does not authorize applications from non-resident students. The district reserves the right to change
the policy related to continued attendance of non-resident students. The District will promptly inform impacted families in the event the policy is modified.

2. Relocation

a. Children of families not currently physically residing in the District but in the process of becoming District residents through either the pending purchase of an existing residence or through construction of a new residence on land owned by the family in the District for which permits have been issued shall be considered residents of the District and eligible to attend the District as a resident. Families must provide proof satisfactory to the District that it meets either of the above criteria for enrollment as a resident of the district.

b. Children of families relocating from the District during the academic year not intending to continue enrollment in the District on a tuition basis, if authorized, in future academic years may request in writing to the Superintendent that the non-resident student children be permitted to complete the academic year without payment of tuition. The decision to grant or deny the request shall be at the District’s sole discretion. Relocating students seeking to continue enrollment in future academic years on a tuition basis shall be required to submit an application as a non-resident.

c. Resident students entering the Twelfth grade whose family is relocating from the District prior to commencement of the academic year and who have attended the District on a continuous basis from ninth through eleventh grade as a resident students may request in writing to the Superintendent that the non-resident student be permitted to complete their secondary education in the District without payment of tuition. The decision to grant or deny the request shall be at the District’s sole discretion. If the request is denied, the non-resident student may submit an application to continue enrollment on a tuition basis.

3. Non-Residents Owning Land in the District

Children of families owning land and paying taxes in the District may, if accepted for enrollment, attend the District on a tuition basis. Applications must be made for non-resident student enrollment. The tuition due from non-resident taxpayers with children attending the District shall be calculated by subtracting the total amount of taxes paid by the non-resident taxpayer for the applicable academic year from the tuition amount set by the Board of Education at the annual reorganization meeting. If the amount of taxes exceeds the tuition amount set at the annual reorganization meeting, the
children of non-resident taxpayers shall have no additional tuition obligation. No refund of taxes will be due the non-resident taxpayer in such event.

4. **Emancipated Minors**

A student beyond the compulsory age who claims residence in the District independent of his non-resident parent or non-resident legal guardians shall be considered a resident and eligible to attend the District without payment of tuition provided the student submits proof satisfactory to the District of residence in the District and legal emancipation. Students seeking to attend the District as an emancipated minor shall submit the “Emancipated Minors Affidavit” form with required supporting documentation.

5. **Foreign Students**

Students in formal exchange programs in which the District is a participant shall attend the District as resident students during the exchange period.

6. **Transportation**

All arrangements for transportation to and from school shall be the sole responsibility of the non-resident parent(s) or legal guardian(s) of the non-resident student.

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First Reading: May 27, 2010
Adopted: June 24, 2010
ADMISSION OF EXCHANGE STUDENTS

The Board of Education encourages participation in appropriately certified exchange programs in which American Students spend a school year in foreign schools and Foreign Students spend a year in American schools. Such organizations include the Rotary International Exchange Program and the American Field Service Association. Foreign students from such programs may be admitted to the Milford Central School District. Foreign students living with district residents but not technically part of such an exchange program may also be permitted admission to the school.

Admission of such students will be at the discretion of the Superintendent.

1st Reading: September 12, 1991
Adopted: September 30, 1991
ELIGIBILITY FOR FIRST GRADE

All students entering first (1st) grade at Milford Central School must have completed one year of kindergarten before they begin Grade 1. Students who have completed an acceptable alternative to kindergarten (as approved by the Superintendent) may be placed in first grade.

First Reading: November 10, 1993
Adopted: December 8, 1993
CRITERIA FOR STUDENTS IN NEED OF INTEGRATION SERVICES

1. Students must have required seat time prior to receiving these services.

2. If services are requested for any of the Sciences, lab requirements must have been met.

3. Students must spend a minimum of two class periods per week with the Integration Services Instructor.

4. Student must be a junior or a senior enrolled in a BOCES program.

5. Students may only take one course under this program to fulfill graduation requirements, and only when the course in question is not taught or can not be scheduled.

6. Quarterly reports/grades will be sent from the Integration Services Instructor to the Guidance Office. Communication with home school subject area instructors should be ongoing.

   Students will be held accountable for attending all scheduled sessions. After three absences a meeting will be held with parents, the student, the Integration Instructor and the Guidance Counselor to determine student's status.

Exceptions to the above criteria will be considered after discussion with the Principal, Guidance Counselor, student and parents.

Approved: October 13, 1999
STUDENT WITHDRAWAL FROM SCHOOL

Only a student over the compulsory education age may be permitted to withdraw from school. No such student may be dropped from enrollment unless he or she has been absent twenty consecutive school days and the school complies with further procedures established by law. The Superintendent is directed to establish regulations to ensure compliance with these statutory procedures.

ADOPTED: January 8, 1990
STUDENT WITHDRAWAL FROM SCHOOL (REGULATIONS)

Before a student may be dropped from enrollment, he/she must be absent for 20 consecutive school days and statutory procedures must be followed. It is the responsibility of the school principal, to ensure that the procedures set forth below are followed.

1. The principal must schedule and notify, in writing, and at last known address, both the student and the person in parental relation to the student of an informal conference.

2. At the conference, the principal must determine both the reasons for the student's absence and whether reasonable changes in the student's educational program would encourage and facilitate his/her re-entry or continuance of study.

3. The student and the person in parental relation must be informed orally and in writing of the student's right to re-enroll at any time in the public school maintained in the district where he/she resides, if otherwise qualified under law.

4. If the student and the person in parental relation fail, after reasonable notice, to attend the informal conference, the student may be then dropped from enrollment provided that both student and person in parental relation are notified in writing of the right to re-enter.

Adopted: September 30, 1991
EXCUSES AND ABSENCES

A written excuse, signed by parent/legal guardian, must be presented by the student (to the Health Office) on the day when returning to school following each absence.

The Board of Education agrees that penalties (such as detentions and suspensions) should be imposed for excessive absences and truancies. Therefore, the Board directs the Superintendent to develop rules and regulations for dealing with truancy and excessive illegal absences.

Adopted: March 12, 1990

Adopted: September 30, 1991
In order to ensure students’ safety, students may only be released from school to their parent(s), guardian(s) or child protective services personnel and law enforcement officers pursuant to law. If parents or guardians wish to have other individuals pick up their child or children from school, they must provide the name(s) of these individuals to the Principal.

Parents are urged to make appointments with physicians, dentists, special tutors, etc., after school hours. If a request is necessary, parents should make note of the date, time and reason for the release on the student sign out sheet in the Main Office of the school.

A student may be released to either parent unless a custodial parent supplies the Principal with a certified copy of a court order or divorce decree to the contrary.

The Superintendent shall develop procedures to enable parents and guardians to amend the list of persons authorized to obtain the release of their children.

Ref:
Education Law §3210(1)(c)

Adopted: January 8, 1990
Revised: November 15, 2018
The Principal or his/her designee shall maintain a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to the custody of any individual, who is not the parent or guardian of the student, unless the individual's name appears upon the list.

Each school year, parents or guardians may submit a list of individuals authorized to obtain the release of their children from school. The signature of the parent or guardian must be on or attached to such list.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing.

The Principal shall maintain all certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of their child. Copies shall be kept in the student's cumulative folder and the student's file shall be notated.

If any individual seeks the release of a student from school, he or she must report to the school's Main Office and present identification deemed satisfactory by the Principal or his/her designee, who must check the authorized list and relevant court orders or divorce decrees before a student may be released. If the person seeking the release of a child exhibits to the school official an out-of-state custody order, the superintendent will be called.

Early excuses for emergency reasons should be requested in writing by a parent/guardian. Medical releases are handled through the Nurse's Office. All other reasons for release must go through the school's Main Office, and students must be picked up in the Main Office. The person seeking the release must sign the register in the office.

In the event of an emergency, the Principal may release a student to some individual not appearing on the approved list only if the parent or guardian has been contacted by the Principal and has approved the release, and the Principal determines that an emergency exists.

Adopted: March 12, 1990
Revised: November 15, 2018
RELIGIOUS EDUCATION POLICY

The Board of Education of the Milford Central School recognizes the right of recognized religious groups to request released time for religious instruction. Released time instruction will not be permitted on the school property or its facilities and must comply with all administrative regulations of the district.

Adopted: April 29, 1987
Amended first reading: September 12, 2001
Amendment adopted: September 27, 2001
1. The recognized religious group must file a written request for released time with the Superintendent at least (2) two weeks prior to the proposed beginning of instruction.
2. The students will be released for (1) one hour per week at a time which will least interfere with regular school instruction.
3. It is the responsibility of the organization requesting the released time to provide adequate supervision of those released. It is expected that the students released will be picked up at the school and returned at the time listed above.
4. Those requesting the release will furnish the school with a written permission from the parent or guardian for each child requested.
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.

The Board rescinds any other policy that may be inconsistent with the mandates of this policy, which shall supersede any and all Board policies 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
MILFORD CENTRAL SCHOOL DISTRICT
POLICY# 5190
PEDICULOSIS (HEAD LICE)

Few conditions seem to cause as much concern in schools and homes as an infestation of head lice in children. Students in the elementary grades (ages 3 through 10) are the most likely target hosts for these insect pests. Head lice do not respect socio-economic class distinctions and their presence does not indicate a lack of hygiene or personal cleanliness. Recent medical recommendations from both the American Association of Pediatrics (AAP) and the National Association of School Nurses (NASN) do not treat head lice as an illness that necessitates an absence from school and have shown that the contagion does not spread as easily as once thought. Therefore, the Board of Education does not condone the absence of students from school for unnecessary reasons and considers head lice an unnecessary absence that impedes a student's educational progress.

In order to control infestations of head lice (Pediculosis), the Board of Education has adopted the following protocols:

a) Whenever there is a possibility that a student is infested, staff will contact the student's parents. Because a child with active head lice infestation has likely had the infestation for a month or more by the time it is discovered, the child poses little risk to others. If she/he does not have a resulting health problem, he or she may remain in class the rest of the day but be discouraged from close direct contact with others.

b) An infested student will not return to school unless corrective treatment has been given and the student is free of active lice. Current treatment protocols make this possible in less than twenty-four (24) hours. Parents may be asked to have a physician prescribe medication for treatment.

c) Common sense should prevail when deciding how “contagious” an individual child may be (a child with hundreds versus a child with two live lice). It may be prudent to check other children that were most likely to have direct head to head contact with the index child.

d) A student who has been infested will be readmitted to school after successfully completing an examination by the school nurse.

e) School staff will work with parents to minimize student absence caused by exposure to head lice. An infested student is not sick and is not a danger to other students. Excessive and unnecessary absences affect a student's educational progress.

f) School staff will protect student privacy and maintain confidentiality of medical information when infestations are detected.

School staff will also work to minimize the social stigma that is unfairly attached to victims of head lice infestations. Head lice are not caused by poverty or unsanitary conditions. Students will not be separated from their peers or singled out as infected. All staff will learn proper precautions to prevent further spread of the infestation.

Adopted: February 12, 1990 as Policy# 5190.1 Head Lice
Renamed, Renumbered, and Revised to Policy #5190: Pediculosis (Head Lice) November 15, 2018
CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES

The Board of Education recognized the educational values inherent in student participation in the extra-curricular life of the school, and commits itself to the assignment of staff for the formation of student groups for such purposes as building social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

Recognizing that student activities are a part of the school program, the Board has established the following criteria, which all student activity programs must meet:

1. Student activities must have educational value for students;
2. Student activities must be in balance with other curricular offerings in the schools; and;
3. Student activities must be managed in a professional manner.

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation;
2. Each school, under the direction of the principal, will have a well balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities;
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of students involved;
4. Activities must be open to all students, regardless of race, religion, sex, national origin, handicaps or other human differences;
5. Activities must not place undue burdens upon students, teachers, or schools, and;
6. Activities should be held after classes are dismissed, or at an appropriate time during class time.

Adopted: March 12, 1991
EXTRA - CURRICULAR ACTIVITIES (REGULATIONS)

1. LIST OF APPROVED ACTIVITIES:

   Interscholastic boys'/girls varsity soccer
   Interscholastic boys'/girls' modified soccer
   Interscholastic boys'/girls' varsity basketball
   Interscholastic boys'/girls' junior varsity basketball
   Interscholastic boys'/girls' modified basketball
   Basketball Cheerleading
   Interscholastic cross country
   Interscholastic track and field
   Interscholastic boys' varsity baseball
   Interscholastic girls' varsity softball
   Color Guard
   Safety Patrol
   Camera Club
   Ski Club
   Drama Club
   Computer Club
   Music Association
   Yearbook Club
   National Honor Society
   Student Government
   Language Club

II EXTRA-CURRICULAR ACTIVITIES NOT PREVIOUSLY APPROVED:

Any group who wishes to initiate a new extra-curricular activity must submit to the Superintendent a written proposal which includes the following information.

1. Name of activity
2. Purpose of activity - To whom and what will be the beneficial results of the proposed activity. Include a short statement of explanation.
3. Names of persons proposing the new group.
4. Name of sponsoring Milford staff member
5. Description of anticipated activities and approximate cost
6. Plan for providing funds for activity and proposed meeting dates.
7. Any facilities or equipment that will be used.

This written proposal will be reviewed by the Superintendent and forwarded to the Board of Education together with the Superintendent's recommendation for its approval or disapproval.

Adopted: April 14, 1986
In an effort to provide safe, social activities for our students, the procedures below shall be followed for the approval of dances.

1. All dances must receive prior approval from the Student Government, class advisor, principal, and superintendent.
2. All dances will end at or before 11:00 PM except for the prom, which may be extended with permission of the administration.
3. Dances can be held only on evenings preceding a “no school” day.
4. Students may request to bring up to two (2) guests to a dance. The host student must receive prior approval of the building principal. The host student is responsible for the conduct of his/her guest(s) and can lose guest privileges if the guest(s) violates MCS conduct policies.
5. A minimum of six (6) chaperones will be required, one of which must be an MCS faculty/staff member approved by an administrator.
6. Student conduct and clothing must meet the guidelines in the MCS Student Handbook.
7. A security guard must be present at each dance for the duration of the activity. The sponsor of the dance is responsible for paying for this service.

Adopted: August 28, 2003 as Policy #5200.1
Renumbered to Policy #5201 & Revised: November 15, 2018
STUDENT ORGANIZATIONS

The Board of Education recognizes the educational values inherent in student participation in the extra-curricular life of the school, and supports the concept of the formation of student groups for such purposes as building sound social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

The Superintendent of Schools, with the aid of students, faculty and administration, is charged with developing procedures for registering and regulating student groups or clubs. Such procedures shall ensure that the district will register any group organized for a purpose not prohibited by Board policy, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off-campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of race, sex, national origin or other arbitrary criteria.

FRATERNITIES/SORORITIES/SECRET SOCIETIES:

The Board may prohibit the formation of any clubs, including fraternities or sororities, or any other secret society, whose deliberations and activities have caused or created, or are likely to cause or create, a disruption of or interference with the school program.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All non-curricula related student activities, regardless of religious or political content, shall have the same opportunities as any other such activity to operate on school grounds.

Adopted: March 12, 1991
STUDENT PUBLICATIONS

Students shall enjoy the constitutional right of freedom of expression. They shall have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The Board of Education encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating within and without the school community.

All student publications will comply with the rules for responsible journalism. Libelous statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided. In addition, student newspapers and/or publications which are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which it feels is inconsistent with the District's basic educational mission.

DISTRIBUTION OF LITERATURE:

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent for approval.

The Superintendent of Schools shall establish guidelines that are in keeping with the above and shall provide for the review of the content of all student publications prior to their distribution.

Adopted: March 12, 1990
STUDENT PUBLICATIONS (REGULATIONS)

AUTHORITY:
The Superintendent or designee shall have the authority to monitor the distribution of materials as well as other forms of student verbal and written expression. He/She will give due consideration to the constitutionally protected right of freedom of expression, the maintenance of the normal operation of the school and its activities, the protection of persons and property and the need to assist students in learning appropriate ways to exercise their rights.

DISTRIBUTION OF WRITTEN MATERIAL:
Distribution of material means dissemination of ten or more copies of written material on school premises, or in a manner reasonably calculated to arrive on school premises.

Students wishing to distribute material must request permission in advance from the principal or designee. Such requests must be accompanied by a copy of the material(s) students wish to distribute. Authorization will generally be granted, provided:

1. The material is written by students currently enrolled in the district or meets the requirements of Policy 1140, Use of Students in Public Information Program;
2. The material is free from advertisements of cigarettes, liquor, illegal or illicit drugs, or drug paraphernalia;
3. The material is distributed as directed by the Principal or designee in such a manner as not to materially or substantially interfere with or disrupt the normal operation of the school; and
4. The material is free from the conditions cited below.

CONDITIONS WHICH MAY CAUSE VERBAL OR WRITTEN EXPRESSION TO BE RESTRICTED OR PROHIBITED:
Under the following conditions written material as described above, the other forms of written and verbal expression may be restricted or prohibited when expression is inappropriate to the maturity level of the students and:

1. When there is evidence which reasonably supports a judgment that significant or substantial disruption of the normal operation for the school or injury or damage to persons or property may result.
   In order for verbal or written expression to be disruptive or hazardous, there must exist clear and specific facts upon which it would be reasonable to judge that a clear and present likelihood of an immediate and substantial disruption would result if the expression were allowed to occur. (See Policy #5300, Student Conduct).

2. When the expression is construed to be obscene.
   Obscene expressions are those which the average person, applying contemporary community standards, would find that such publication, taken as a whole, appeals to prurient interests; that it depicts or describes in a patently offensive way sexual conduct specifically defined by the applicable state law; or taken as a whole, it lacks serious literacy, artistic, political, or scientific value.
3. When the expression is considered libelous.
   The expression shall be considered libelous when it includes defamatory falsehoods about individuals. In order to be considered libelous against a public official (i.e., one who has voluntarily entered the public arena and/or has gained fame or notoriety), the defamatory falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether it is false or not.

4. When the expression invades the privacy of other individuals.
   Invasion of privacy includes exploitation of an individual's personality, providing information of an individual's private affairs with which the public has no legitimate concern, or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.

5. When the expression criticizes school officials or advocates violation of school rules to the extent that there is evidence that supports a judgment that substantial disruption of the normal operation of the school will result (see #1).

6. When the expression attacks ethnic, religious, social, or handicapped groups; or females or males as a group; or promotes discrimination against said groups and there is substantial evidence indicating such expression will result in substantial disruption of normal school operation.

7. When the expression encourages actions which endanger the health and safety of students.

PROCEDURAL DUE PROCESS:
The Superintendent has two (2) school days to determine whether authorization to distribute the material will be granted. If the Superintendent decides to withhold authorization, the Superintendent must state the reasons in writing and provide the students with a copy of the reasons.

The aggrieved student(s) may within five (5) school days appeal in writing the decision to the Superintendent of Schools.

The student(s) will have a personal hearing with the Superintendent to present their views, the hearing must be held within five (5) school days of the request, and a written decision must follow the hearing within five (5) school days.

If the concern is not resolved to the satisfaction of the student(s) at the Superintendent level, the student(s) may appeal to the Board of Education, who will hear the appeal at the next regularly scheduled meeting provided the appeal has been received at least two (2) days prior to the meeting.

VIOLATION OF POLICY AND/OR REGULATIONS:
Students who violate these regulations and/or the accompanying policy are subject to appropriate disciplinary action which may include short or long-term suspension, or even expulsion, all as defined in Penalties, Policy 5313 depending on the severity of the violation and the student(s) record.

Adopted: March 12, 1990
YEARBOOK POLICY

The selling price of the yearbook will be established so that it will cover all expenses of the publication of the yearbook which are not covered by the sale of advertisements and patronage. The Board of Education will pay the salary of the yearbook advisor.

Adopted: May 23, 1983
EXTRA CLASS FUND ACCOUNTING

All contracts or agreements will be signed by the Superintendent. This would include contracts for dance bands, for the sale of any item and yearbook contract.

All payments will be made by a Milford Central School check. No checks will be made out to sponsors or students.

All bills and statements will first be routed to the Superintendent for his approval, then to the treasurer and finally to the Class treasurer.

All purchases will be made by purchase order, signed by the treasurer and the purchasing agent for the school.

All funds will be deposited with the treasurer of the District as soon as possible after the activity but in any event not later than the first period on the first school day following the event. All cash will be stored in the school safe when it is necessary to hold cash for any amount of time.

Adopted: August 8, 1983
EXTRACLASSROOM ACTIVITY FUNDS

Extraclassroom activity funds are those operated by and for the students. Monies are usually collected voluntarily by pupils and are spent by them as they see fit so long as they abide by established regulations. Procedures discussed in this policy apply only to extraclassroom activity funds.

They board of education recognizes that the fundamental task of the schools is to prepare young people for life. A program that encourages this is extraclassroom activities. They represent an essential part of the educational experiences, which should be available to young people. In order to promote the organization and maintenance of extraclassroom activities and to provide for the proper handling and safeguarding of extraclassroom activity funds, the board of education hereby adopts rules and regulations for the guidance of students, and teachers.

Purpose

Student extraclassroom activities may only be formed for educational and school service purposes.

Definition

Extraclassroom activity funds are funds raised other than by taxation or through charges of a board of education, for, by or in the name of a school, student body, or any subdivision thereof.

Approved Extraclassroom Activities

All extraclassroom activities shall be approved by the board of education. Students desiring to form an extraclassroom activity shall petition their principal in writing. The petition shall state the purpose of and describe the activities of the proposed extraclassroom activity, and shall be signed by at least seven students before it is presented to the principal for action. If the purpose of the proposed activity falls within the scope of educational or school service purposes and if the necessary space, equipment, and funds are available, the principal shall seek a suitable advisor. When these procedures have been accomplished, the building principal shall recommend to the chief school officer (Superintendent) that the extraclassroom activity be approved by the board of education.

All contracts or agreements will be signed by the Superintendent. This would include contracts for dance bands, for the sale of any item and yearbook contract.

10/15/99
Faculty Advisor

Each extraclassroom activity shall have a faculty advisor recommended by the Superintendent and appointed by the board of education. The faculty advisor shall attend all meetings of the extraclassroom activity.

It shall be the duty of these officers to guide and advise the pupil officers in planning extraclassroom activities and the planning of financial budgets. The Advisors shall assist the activity treasurer in the preparation of statements of income. He/she shall audit these statements and sign them as acknowledgements of verification of the income statement to be attached to deposit slips. The advisor shall guide the student treasurer in posting his/her account ledger and from time to time shall check the balancing of the activity treasurer's accounts and the completeness of their supporting evidence. The faculty advisor shall supervise expenditures by insuring that funds are available before approving each proposed purchase and by signing all pay orders drawn on the central treasurer for disbursement of funds. The faculty advisor is responsible for determining which of the activities of his/her organization are subject to sales tax. Extra-class funds are not tax exempt (with a few exceptions), so please plan to include sales tax in the prices you charge.

Activity Treasurer (elected by the pupils of the organization)

The activity treasurer shall receive all monies raised by his/her activity and shall immediately deposit such funds with the central treasurer.

The activity treasurer shall pay all bills by issuing pay orders signed by himself/herself and the faculty advisor. This form is to be made in duplicate and is an order on the central treasurer to issue a check for payment of the invoice which shall be attached to the pay order. The central treasurer will keep one copy of the pay order and return the other copy to activity treasurer with copy of check.

The activity treasurer shall keep a ledger showing all receipts and expenditures and indicating a daily running balance. He/she shall file all supporting data, chronologically as evidence for the entries made in the ledger.

Central Treasurer (Appointed by the Board of Education)

It shall be the duty of the central treasurer to have custody of all funds. He/she will have management of receipts and disbursements of moneys. The central treasurer shall have no part in the approval of payments but shall disburse funds only on the presentation of a properly signed pay order in duplicate providing, that there are sufficient funds available in the account.

The central treasurer shall sign a receipt for all funds placed in his/her custody and he/she shall deposit theses funds promptly in a bank designated by the Board of Education.
Once each month, the central treasurer shall receive and verify his/her bank statements and submit them to the board of education. These Central Treasurer Reports and Reconciliation of Bank Balances to the board should show beginning balances, receipts for the month, disbursements for the month and the ending balances, for each organization, as well as a copy of the bank reconciliation.

Independent Auditor

The independent auditor should be required to include the extraclassroom activity fund as a part of his/her annual audit.

Receipts of Moneys

Upon receiving money, the activity treasurer will take the following steps:

1. Ensure what fund raising event the money is received from.
2. Count the money received (excessive loose coins are to be wrapped) and reconcile with the individual project. The deposit envelope should be filled out. The faculty advisor should sign the statement next to the signature of activity treasurer, place in deposit envelope and give to Central Treasurer. This is to be done as soon as possible after the activity but in any event, no later than the first period on the first school day following the event. All cash will be stored in the school safe when it is necessary to hold cash for any amount of time. No activity money should be taken home by anyone.
3. Receive a duplicate deposit slip signed by the central treasurer, verify with Activity ledger and file accordingly.
4. File maintenance should be maintained chronologically.

Payments

A "Payment Order" form must be filled out and signed by the student treasurer and faculty advisor. This shall be given to the Central Treasurer with the original invoice. Balances will be checked in activity's account. If all is in order, the Superintendent will sign the order, a check will be issued and a copy will be given to the faculty advisor for activity records.

All payments will be made by a Milford Central School check. No checks will be made out to sponsors or students.
Activity Treasurer's Receipt and Expenditure Ledger

The various extracurricular activity organizations should prepare budget estimates of their needed income and expenses under the guidance and assistance of their faculty advisors.

A Receipt and Expenditure ledger should be maintained throughout the year and be reconciled monthly with the Central Treasurer's Report. These are to be turned into the Central Treasurer at the end of every year for auditing.

Closing out of Inactive Accounts

Any Extracurricular activity account having a balance which has been inactive for at least one year, the balance of said account will be transferred to accounts in need with the advise of the Central Treasurer and approval of Chief Advisor (Superintendent).

Upon graduation, all funds in the Senior Class Treasury will remain in the custody of the Central Treasurer for six months and then must be transferred to accounts in need with the advise of the Central Treasurer and approval of Superintendent.

Distribution of Interest

Procedure:
1. All extracurricular funds will be invested in an interest bearing account.
2. Within 14 days after receiving the monthly statement of the money market account, accrued interest up to 5% will be distributed to all active extracurricular accounts.
3. Accrued interest in excess of 5% will be assigned to the MCS Student Government account.
4. Any activity with a minimum balance of less than $100 will not receive interest.

Approved: October 28, 1999
NOTICE TO PARTICIPANTS OF GOVERNING ACTIVITIES REGULATIONS

A written statement of the rules and regulations for participants in each activity shall be prepared by the sponsor at the beginning of each school year and submitted to the Superintendent for his approval not less than 30 days prior to the initiation of the activity. Information required will be:

1. Name of activity
2. Maximum number of participants into account available equipment
3. Dates on which activity will begin and end.
4. Directions as to how participants will be selected.
5. Rules of physical examination if one is required.
6. Results of physical examination if one is required.
7. Any costs that must be paid by participant
8. Provision for signatures of parent, participant and staff sponsor
9. Date contract was signed.

This "contract" must be returned to the sponsor not less than one week prior to the beginning date of activities and filed in the appropriate office.

Adopted: April 14, 1986
DISTRIBUTION OF INTEREST
EXTRA-CLASS FUNDS

PROCEDURE:

1. All extra-class funds will be invested in an interest bearing account.

2. Within 14 days after receiving the monthly statement of the money market account, accrued interest will be distributed to all active extra-class accounts with balances over $100.

Adopted: February 28, 1983
Amended: February 13, 1991
Amended: November 12, 1997
DISPOSITION OF FUNDS
FROM INACTIVE EXTRA-CURRICULAR ACCOUNTS

Any extra-curricular activity account having a balance which has been inactive for at least one year, the balance of said account will be transferred to the Milford Central School Yearbook account.

Adopted: February 28, 1983
Amended: February 13, 1991
INTERSchOLASTIC ATHLETICS

Interscholastic athletics for boys and girls is an integral and desirable part of the district's middle and secondary school educational program. Individual and team sports shall be based upon comprehensive physical education instruction and intramural activities, seeking broad participation from all eligible middle and secondary students. Lifetime or carry-over sports are to be particularly encouraged and supported. Parity in the number and kind of sports activities for girls and boys is a clear objective of the district.

Student eligibility for participation on interscholastic teams shall include:

1. Authorization by the school physician;
2. Written parent or guardian consent;
3. Endorsement by the school principal based on established rules and various league and State Education Department regulations.

Adopted: February 12, 1990
First Reading: May 23, 2002
Adopted: June 13, 2002
Amendment #2 First Reading: July 24, 2003
Amendment #2 Adopted: August 28, 2003
Amendment #3 First Reading: March 8, 2012
Amendment #3 Adopted: March 8, 2012
**Athletic Placement Process**

Section 135.4(c) (7) (ii) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for senior high school pupils in the seventh and eighth grades; and

These pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and

The State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process;

that the Milford Central School Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level.

Adopted: October 22, 2015
First Reading: October 22, 2015
Students absent from school or who leave school due to illness will not be allowed to attend or participate that day in any after school activity or function. Advisors, coaches, chaperones, etc. are responsible for ensuring this provision.

Adopted: March 8, 2000 as Policy #5280.2R
Renumbered to Policy #5282 & Revised: November 15, 2018
CODE OF CONDUCT

2021-2022

Board Policy #5300

Mission Statement

Milford Central School will provide all students with the knowledge, skills and values to become productive participants in a changing world. A caring staff will ensure successful, challenging experiences that will instill a life-long love of learning.
# MCS CODE OF CONDUCT

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I. Introduction

Why we have a Code of Conduct

The Milford Central School District has developed and implemented a 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 and integrity.

A person's character reflects the attitudes, attributes and moral convictions that shape his or her conduct. The development of good character is essential to responsible behavior and academic success in school today and future success in college, career and life.

This Code of Conduct addresses both the development of student character and conduct. The code, in conjunction with the district safety plan, contains standards and procedures that assure the security and safety of students and school personnel.

The Board of Education of the Milford Central School recognizes the need to:

- Clearly define the expectations for acceptable conduct on school property;
- Ensure that schools provide equal access to a wide range of supports and interventions that promote positive behavior;
- Help students develop self-discipline and social and emotional worth;
- Enable students to improve and correct inappropriate, unacceptable, and unsafe behaviors;
- Identify the possible consequences of unacceptable conduct; and
- Ensure that when discipline is necessary it is administered promptly and fairly.

Unless otherwise indicated, this Code of Conduct applies to all students, district personnel, parents/guardians, and other visitors when on school property or attending a school event or activity, including sporting events.

II. Beliefs about learning and discipline

All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, equitable, consistent and nondiscriminatory manner.

The Board of Education believes:

- All children and young people are capable of achieving their personal best, and when necessary improving their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
- Students need different kinds and amounts of time, attention, tasks, interventions and supports to behave responsibly, succeed academically, and achieve at high levels.
- Consistent expectations and accountability for these expectations allow for students to anticipate and become familiar with routines and natural consequences for their actions.
- The use of out-of-school suspension as a response to challenging behavior does not improve school climate or outcomes for students. Students are more likely to do the right thing when:
  - They understand the positive behaviors that are expected of them;
  - They feel that staff members care about them and will help them learn and grow;
  - All school staff consistently use shared language and practices; and,
  - All staff members provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work.
- The root of the word discipline is “pupils.” Effective discipline helps students become more self-disciplined and teaches students to become more self-aware.
- A good school environment and a common understanding of discipline are essential to an effective public education.
- Everyone in the school community must play an active role in contributing to an orderly school environment.
Goals of the Student Code of Conduct

- Develop interventions and consequences that enable students to increase their capacity to self-regulate and interact positively and responsibly with others, and in a manner that is developmentally appropriate.
- Ensure that classrooms and public spaces are safe, civil, and orderly.
- Prevent inappropriate, unacceptable, and unsafe behaviors.
- Increase capacity and accountability of district and school administrators to lead, support, and supervise highly functioning student support and school intervention teams.
- Support improved behavior for students with the highest number of incidents of unacceptable behavior.
- Reduce overuse and disproportionate use of in-school and out-of-school suspensions and school discipline referrals.
- Establish school wide expectations that all adults are committed to support.
- Establish school wide rules that all adults are committed to support and enforce.
- Increase capacity and accountability of administrators and student support specialists to intervene early and effectively with all students, particularly those with the highest needs.
- Increase capacity and accountability of teachers to respond to and correct unacceptable behaviors in an effective and respectful manner.

Guiding Principles of the Student Code of Conduct

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide school district staff, students and families, and community partners in the shared work of ensuring positive school environments and improved student outcomes.

The Code of Conduct is premised on these key principles:

1. Adults — teachers, principals, administrators, school staff, parents and the larger community — have an obligation to help students learn to be good citizens and lead productive lives by:
   - Enabling them to discern right from wrong;
   - Fostering in them the desire to do what is good;
   - Encouraging them to take responsibility for their words and actions;
   - Modeling positive behaviors adults want to cultivate in children and youth.

2. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful and equitable. Interactions between and among district and school staff, students, and parents are expected to protect the dignity of each individual.

3. Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms; in small groups and with individual students and families.

4. A multi-tiered system of support is aimed at addressing students’ academic learning gaps and the causes of unsafe behavior. Prevention and intervention strategies may include more personalized academic instruction and support, student support services, and programs to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation, anger management, communication, skill building; behavior replacement strategies and other restorative interventions that may include discipline circles and family group conferencing.

5. Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

6. Student discipline and support policies and practices must be implemented in ways that are enforceable, viable, and effective. The district must ensure that all stated rules, policies, consequences, and interventions are actually enforceable, viable, and effective.

7. The Code of Conduct supports the use of a leveled system of interventions and consequences addressing in-appropriate, unacceptable, and unsafe behaviors with the ultimate goal of teaching positive behaviors and strengthening students’ personal, social, and academic efficacy. A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:
   - Learn from their mistakes;
   - Understand why the behavior is unacceptable;
   - Acknowledge the harm that they have caused or the negative impact of their actions;
   - Understand what they could have done differently in the situation;
   - Take responsibility for their actions;
   - Be given the opportunity to learn pro-social strategies and skills to use in the future; and
   - Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.

8. Every reasonable effort should be made to correct student misbehavior through guided interventions. Interventions are essential when inappropriate behavior or violations of the Code of Conduct may be symptomatic of more serious concerns that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

9. Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.

10. The District builds a culture based on high expectations, respect, and shared accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers, and administrators are encouraged to set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully and safely in all school settings.
III. Essential Partners and Positive Behavioral Supports

**Students**

The Code of Conduct is your guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the personal, social and academic behaviors that are expected at school.

When you follow the expectations and rules in the Code of Conduct, you will be demonstrating your good citizenship and character and helping to make your school a safe, respectful and productive learning environment.

The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you if your conduct does not meet expected standards of behavior. This is your guide to understanding your rights and responsibilities.

**Parents/Guardians/Caregivers**

The Code of Conduct is your guide for understanding the personal, social, and academic behaviors that are expected of your child at school and how school principals, teachers and staff will work with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code of Conduct also provides you with information about your rights and responsibilities.

**School Administrators**

The Code of Conduct is your guide supporting a safe, orderly, and productive learning environment, and help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of school wide expectations, rules, policies, systems, and practices. It will help the school to address student behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.

**School Staff (including Teachers, Support Services Staff and all Support Staff)**

The Code of Conduct is your guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don’t meet expected standards of behavior or violate the school rules and policies. If you have concerns about safety or your school’s climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.
### IV. Rights and Responsibilities of School Stakeholders

#### Student Rights and Responsibilities

**Student Rights**

The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you when your conduct does not meet expected standards of behavior.

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

- Get a quality education that will make you college or career ready.
- Have a school environment that is safe, promotes learning, and encourages respect.
- Be treated fairly, with respect by fellow students and school staff.
- Participate and be engaged in district activities regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.
- Be heard when facing a disciplinary issue through the processes and procedures described in the Code of Conduct.
- Have access to information concerning substance abuse, as well as access to individuals or agencies that can help you or your family members.
- Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, sex, gender identity, sexual orientation, or disability on school property or at a school-sponsored event, function or activity.
- Conduct yourself to the highest standards of conduct, behavior and sportsmanship.
- Demonstrate self-discipline by making responsible behavioral and academic choices.
- Accept consequences when behavioral expectations are not met or school rules are violated.
- Make an effort to correct and improve unsafe behavior with the support of your teachers and staff.
- Dress appropriately for school and school functions.

**Student Responsibilities**

**Personal Conduct**

- Attend school regularly and on time.
- Accept directions, requests, feedback and support respectfully from adults.
- Be truthful about and accountable for your words and actions.
- Be familiar with and follow school district rules.
- Meet the standards of behavior in the Code of Conduct.
- Contribute to maintaining a safe and orderly school environment that supports learning and show respect to other persons and to property.

**Learning**

- Attend school every day unless legally excused.
- Be on time to class.
- Work to the best of your ability in all academic and extracurricular activities.
- Strive towards your highest level of achievement possible.
- Seek help when needed.
- Ask questions when you do not understand.
- Be prepared to learn.
- Challenge yourself.
- Do your best and work hard.
- Bring an open mind and positive attitude to learning every day.

**Cooperating and Treating Others with Respect**

- Treat others with kindness, care and respect.
- Be polite.
- Express your thoughts and opinions in ways that are polite, respectful, and courteous.
- Use a polite tone of voice and appropriate body language.
- Listen politely when others are speaking to you.
- Respect others’ personal space and keep your hands to yourself.
- Work with others cooperatively in large and small groups.
- Using social media properly.

**Respecting Property**

- Respect the property that belongs to other students, adults, or the school.
- Use school technology appropriately as directed by adults.

**A Safe School Community**

- Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
- Ask for assistance when you need help resolving conflicts and differences.
- Report violations of the Code of Conduct or other school rules. Contribute to the safety and well-being of our community.
Parent/Guardian Rights and Responsibilities

A Parent, Guardian or Caregiver has the Right to:

• Be involved in your child’s education.
• Be treated courteously, fairly and respectfully by all school staff.
• Receive timely information about the policies of the Milford Central School District Board of Education and procedures that relate to your child’s education.
• Receive information and prompt notification of inappropriate or disruptive behaviors by your child and any disciplinary actions taken by school staff.
• Receive information and prompt notification about incidents that may impact your child.
• Receive information about due process procedures for disciplinary matters concerning your child, including information on conferences and appeals.
• Receive information from school staff about ways to improve your child’s academic or behavioral progress, including, but not limited to: counseling, tutoring, after-school programs, academic programs, and mental health services within the school district and in the community.
• Receive information about services for students with disabilities and English language learners.
• Be contacted immediately if it is believed that your child has committed a crime, and police are summoned.
• Receive regular reports, written or oral, from school staff regarding your child’s academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.

Parent/Guardian Responsibilities

• Collaborate with the school in the education of your child
• Help your child understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
• Provide updated contact information to the school district
• Ensure your child attends school regularly and on time and that any absences are excused (Board of Education Policy #5100 Student Attendance).
• Ensure your child follows the dress code.
• Know school rules and help your child understand them.
• Help your child deal with peer pressure.
• Inform school officials and/or staff of changes in the home situation that may affect student conduct or performance.
• Partner with the school to support expectations of academic achievement and appropriate behavior in school and in the community.
• Support your child in ways that 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 in accordance with Dignity for All Students Act.
• Tell school officials about any concerns or complaints in a respectful and timely manner.
• Work with principals and school staff to address any academic or behavioral problems your child may experience.
• Read and become familiar with the policies of the Board of Education, administrative regulations and the Milford Central School District Code of Conduct.
• Encourage your child to complete their homework by asking about homework, checking homework and making an area for your child to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table).
• Be respectful and courteous to staff, other parents/guardians and student while on school premises.
School Staff Rights and Responsibilities

School Administrators and School Staff Members Have the Right to:

- Work in a safe and orderly environment.
- Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
- Communicate concerns, suggestions and complaints to the Superintendent's Office.
- Receive supportive professional development and training.
- Receive the necessary resources to deliver quality instruction.

School Staff Responsibilities

**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.
- 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.
- Maintain confidentiality in conformity with federal and state law.
- Communicate to students and parents
  - Course objectives and requirements
  - Marking/grading procedures

- All district student support service staff 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.
  - Regularly review with students their educational progress and career objectives.

**School Administrator Responsibilities**

- Promote a safe, 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/administrators and have access to the principal/administrators for redress of grievances.
- 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 extracurricular 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 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.
- Maintain safe and orderly schools by using prevention and intervention strategies, by following the code.
- Be respectful and courteous to students, parents and guardians, serving as role models for students.
- Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner in understandable language.
- Refer students to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
- Inform parents and guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
- Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.
- Participate in required professional development opportunities.
• Maintain and encourage 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/ gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

• Follow up on any incidents of discrimination and harassment in a timely manner that are witnessed or otherwise brought to the principal’s attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

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

• The principal, superintendent or the principal’s or superintendent’s designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying and/or discrimination to the superintendent.

• Collect and report data on the implementation of the Code of Conduct, including but not limited to, data on the use of in-school and out-of-school suspension by student demographic characteristics.

• Ensure that students and staff have the opportunity to communicate regularly with the school administration and approach the administration for redress of grievances.

• Evaluate on a regular basis all instructional programs.

• Set the expectation for all students and staff that inappropriate conduct will not be tolerated in school.

• Report and document violations of the Code of Conduct as per policy and procedures.

• Protect the legal rights of school staff, principals, students and parents or guardians.

• Provide a broad-based and varied curriculum to meet individual school needs.

• Ensure the protection of legal rights of students with disabilities.

• Provide staff training to meet the needs of students.

**Superintendent Responsibilities**

• Support 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, which will strengthen students' self-concept and promote confidence to learn.

• Confront 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.

• Report, respond, and document violations as per policy and procedures.

• The principal, superintendent or the principal’s or superintendent’s designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed.

• The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

• Maintain confidentiality in conformity with State and Federal Law.

• Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.

• 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.

• 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 of Conduct and ensuring that all cases are resolved promptly and fairly.

• Inform the community, students, parents or guardians, school staff, principals and school Board about Board policies and educational trends, including student discipline.

• Address all areas of school-related safety concerns.

• Review data on the implementation of the Code of Conduct and make recommendations on improvement when needed to reduce the use of suspensions.

• Take appropriate measures where violations of the Code of Conduct occur.
V. Dignity for All Students (DASA) Act

Bullying, Discrimination or Harassment

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct.

If you or someone you know is a target of one of these behaviors, you can report it using the DASA Reporting Form available in the school’s main office or counseling office. You also can tell a staff member, who will respond quickly and provide a practical, private and safe place to report. If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

IF YOU KNOW SOMEONE WHO IS BEING BULLIED...

• If you feel safe, be an “Upstander” and
  – Tell the bully to stop by saying, “We don’t do that at this school.” Or “That’s not right to treat someone like that.”
  – Say words of support to the student being bullied
  – Be a friend!
  – Don’t encourage the bully by laughing or joining in
  – Tell other bystanders how to help stop bullying

• If it doesn’t feel safe ...
  – Tell an adult
  – Encourage the bullied student to talk to someone

IF YOU ARE BEING BULLIED...

• Tell someone — a parent, a teacher, a counselor
• Calmly tell the student to stop … or say nothing and walk away

Dignity for All Students Act (DASA) Coordinators

Every building has a Dignity Act Coordinator. Please discuss any concerns regarding potential bullying, discrimination or harassment with our DASA Coordinator, Ms. Johnson.
VI. Dress Code

In order to create an atmosphere conducive to teaching and learning, all students and staff members 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 dress in a manner appropriate to their professional responsibilities, and should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. An individual’s dress, grooming, and appearance shall:

- Be safe, appropriate, and not disrupt or interfere with the educational process.
- Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent behavior.
- Ensure that underwear is completely covered by outer clothing.
- Include footwear at all times, provided that footwear that is a safety hazard not be allowed.
- Not include sunglasses.
- Not include extremely brief garments. Specifically,
  - no shirts with cutout sides may be worn.
  - one’s bellybutton must be covered at all times.
  - midriffs may not show.
  - shorts must cover the buttocks at all times.
  - skirts or dresses must extend to at least mid-thigh.
  - shirt and dress straps should be at least as wide as the straps of any undergarments.

We specifically allow headwear to be worn (hats, bandanas, hoodies, etc) in common areas; however, headwear may not disrupt or interfere with the educational process. When in an instructional space, it is at the sole discretion of the adult in charge as to whether headwear may be worn.

If an adult talks to you about being out of dress code, do what they request. If you’re genuinely confused about why, or what you’re wearing is important to you and it’s not communicating something rude or degrading about someone else, you may respectfully ask why you are in violation. If you feel that your viewpoint has not been heard, we still want you to do what has been requested but then speak with an administrator.

VII. Personal Electronic Communication Devices

Students are not to have out their personal electronic communication devices (cell phones, i-pods, small tablets, etc) for any reason during an instructional bell period. This includes during a student’s study hall(s) or while in the hallway during their instructional class. The only exception to this is before the first bell at 8:00 and after 3:02, the two (2) minutes of transition between periods, and during a student’s own lunchtime.

A student who has their device out will forfeit the device for the remainder of the school day, no exceptions.

The use of school-issued/approved Chromebooks and laptops will continue to be allowed for appropriate uses. Inappropriate websites and inappropriate use and engagement on social media sites are violations of the student Code of Conduct.
VIII. Levels of Interventions and Responses

Determining disciplinary responses and consequences

Disciplinary responses, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. School officials must consult this document when determining which disciplinary interventions and consequences best address inappropriate, unacceptable, and unsafe behaviors.

It is necessary to consider the following prior to determining the appropriate assignment of consequences and intervention:

• The number of persons involved in the behavior;
• The frequency and duration of the behavior;
• The circumstances/context in which the conduct occurred;
• The nature, severity and scope of the infraction;
• The student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct) effectiveness of interventions applied in prior behavior violations;
• The nature, severity and scope of the infraction;
• The circumstances/context in which the conduct occurred;
• The frequency and duration of the behavior;
• The number of persons involved in the behavior;

Minimum Periods of Suspension

For the safety of students and school staff, some behaviors call for a minimum period of suspension. The student and parent/guardian will be notified of the disciplinary action and given an opportunity for an informal conference for short term suspension or a hearing for long term suspensions.

Students who bring a firearm to school

Any student found guilty of possession of a weapon (firearm) on school property, as defined by the federal Gun Free School Act of 1994 (20 USC §8921) or by Education Law §3214, will be subject to suspension from school for at least one calendar year and referred to law enforcement. 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:

1. The student’s age;
2. The student’s grade in school;
3. The student’s prior disciplinary record;
4. The superintendent’s belief that other forms of discipline may be more effective. Input from parents/guardians, teachers, and/or others; and/or
5. Other extenuating circumstances.

Students who commit violent acts other than possessing a weapon on school property

Any student other than a student with a disability 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 parent will be given the same notice and opportunity for an informal conference given to a student subject to short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for a hearing given to a student subject to 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.

Students who repeatedly substantially disrupt the educational process or 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 educational process or substantially interferes with the teacher’s authority over the classroom will be suspended from school for at least one day.

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 one-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to a student subject to short-term suspension. If the proposed penalty exceeds the minimum one-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.

The interventions and consequences that are aligned with each level represent a menu of responses. Teachers and administrators can select one or more responses in each level. A administrators, teachers, and student support teams are not expected to select and use all interventions in each level.

A administrators, teachers, and student support teams may also use a lower-level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be progress-monitored and adjusted based on student response.

Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and more serious consequences.
Disciplinary Penalties

Teacher Removal of a Student from the Classroom

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances the classroom teacher can use redirection prompts and reminders or a quick check-in conference to support the student's re-engagement.

Other techniques may include providing the student with a brief break in the classroom or in an alternative setting or providing the student with an opportunity to speak briefly with a student support team member. In both of these situations, the goal is to give the student an opportunity to regain his or her composure and self-control in order to return to the classroom ready to learn. These actions do not constitute a disciplinary removal for purposes of this code.

When a student's inappropriate, unacceptable, or unsafe behavior is identified as a Level 3 or 4 violation and seriously jeopardizes other students' safety in the classroom or seriously interrupts learning for a protracted period of time after other interventions have been attempted, the teacher may remove a student from the classroom.

Before removing the student, the teacher must explain to the student why he or she is being removed from the classroom and explain that the student will have an opportunity to present his or her version of the story in an investigation of the incident within 24 hours.

The referring teacher submits the Office Discipline Referral with student removal and has until end of day to complete details of the referral that include documentation of what happened prior to and during the incident as well as any prior responses or interventions that the teacher has attempted before this incident occurred. Each teacher must keep a complete log for all cases of removal of students from his or her class.

The teacher submitting the referral is expected to make at least two attempts to contact a parent and submit dates and times in a district-provided parent contact log. The student is escorted from the classroom for intake by school staff or an administrator.

For students in prekindergarten-grade 5, an administrator determines time out of class, recommended not to exceed 45 minutes unless the administrator extends removal from regular classes because of the seriousness of the incident.

For grades 6-12, removal is for the remainder of the class period unless an administrator extends removal from regular classes because of the seriousness of the incident. In all instances, the removal from regular classes ends at the close of the school day. The administrator who investigates the incident may determine that other consequences are warranted (including assigned time in the Student Support Room for appropriate interventions or while intervention is being finalized, in-school suspension, or out-of-school suspension).

For grades 6-12, removal is for the remainder of the class period unless an administrator extends removal from regular classes because of the seriousness of the incident. In all instances, the removal from regular classes ends at the close of the school day. The administrator who investigates the incident may determine that other consequences are warranted (including assigned time in the Student Support Room for appropriate interventions or while intervention is being finalized, in-school suspension, or out-of-school suspension).

The administrator must fully investigate the incident within 24 hours, including hearing the teacher's and student's version of the incident. If in-school suspension or out-of-school suspension is warranted, the administrator must complete suspension documentation. The principal must keep a log of all removals of students from class. No student removed from the classroom by a classroom teacher will be permitted to return to the classroom until the principal has determined whether any additional consequences are warranted.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents/guardians, by telephone and in writing, that the student has been removed from class and the reason(s) why. The notice shall be in the dominant language used by the parent/guardian. The notice must also inform the parent/guardian that he or she has the right, upon request, to meet informally with the principal or an administrator to discuss the reason(s) for the removal.

The written notice must be postmarked within 24 hours of the student's removal to the last known address for the parents/guardians. 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/guardians. The communication must inform the parent that he/she can request a conference with an administrator and/or teacher to discuss reason(s) for classroom removal.

Within 24 hours of the incident (until Monday close of school, if incident occurred on Friday), the student's parent can request a phone or in-person conference with the principal and/or teacher to discuss reason(s) for classroom removal and next steps to resolve the problem. The principal may require the teacher who removed the student from the classroom to attend an informal conference with the student and parent. The goal of the informal conference is to explain why the student was removed, ensure that the teacher and student can present their versions of the incident, respond to parent questions, and agree on next steps that the student and teacher will take to resolve the problem. 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/guardian and principal.

If an informal conference with an administrator, student, and parent has not taken place, the teacher must facilitate a one-to-one conference with the student within 48 hours of the student's return to class OR arrange for a student support team member to facilitate a conference between the student and teacher to discuss reasons for removal and make a plan to improve the student's behavior and engagement in the classroom.

The teacher is expected to complete the conference log documentation and is expected to monitor the student's progress through timely oral and written feedback. Removal of a student with a disability, under certain circumstances, 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 another school administrator that the removal will not violate the student's rights under state or federal law or regulation. For additional information, refer to "Students with Disabilities" (Section XIX).
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 by documenting the incident on a referral. 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/guardian will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student’s education.

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/guardian will be provided with a reasonable opportunity for a conference with the building principal, or the principal’s designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, extracurricular 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/guardian 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.

In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for a classroom environment that is 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 parent/guardian 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.

Out-of-School Suspension

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

Students in prekindergarten through grade 5 CANNOT receive an out-of-school suspension unless their behavior/conduct posed a serious and immediate threat to students, staff or public safety.

The Board retains its authority to suspend a student, but places primary responsibility for the suspension of a student with the superintendent and the principal.

Any staff member may recommend to the principal or superintendent 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.

The principal or superintendent shall gather the facts relevant to the matter and record them for subsequent presentation if necessary upon receiving a recommendation or referral for suspension, or when processing a case for suspension.

Board of Education Review of Disciplinary Actions that Don’t Rise to the Level of Suspension

The Board of Education limits its review of disciplinary actions to only those that rise to the level of suspension. There are only two exceptions: (1) If there is clear evidence that the administration failed to follow the District’s Code of Conduct, or (2) If there is clear evidence that the administration failed to impart a reasonable consequence as established in the Code of Conduct.

Absent one of the above exceptions, the Board of Education will not substitute their judgment for that of the administration, and the decision of the administration shall be final.

Consistent with our policy number 1400, all complaints should be filed with the Superintendent. If their response is not satisfactory, then you may file your written complaint with the Board of Education. When filing with the Board, state how the administration failed to do one of the following:

1. did not follow District’s Code of Conduct (arbitrary), or
2. failed to impart a reasonable consequence based on the Code of Conduct (capricious).

Once the Board has received your formal, written complaint, the Board of Education will review your complaint at the next regularly scheduled Board Meeting. This review will occur in executive session with administration. The Board will not schedule a special meeting to hear an appeal of a disciplinary action that does not rise to the level of suspension.

Once the review of your complaint has been completed, the Board will render a decision to uphold or dismiss the complaint. That decision will be communicated to you in writing within ten (10) business days. The decision of the Board of Education is final.
Out-of-School Suspension: Five days or fewer

When the principal or superintendent/designee (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 parent/guardian 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 24 hours of the decision to propose suspension at the last known address for the parents.

Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent/guardian. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent/guardian of the right to request an immediate informal conference with the principal. Where possible, notice should also be provided by phone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/guardian.

At the conference, the parent/guardian shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. 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 parent/guardian in writing of the principal’s decision. The principal shall advise the parent/guardian 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/guardians 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 30 days of the decision.

Out-of-School Suspension: More than five days

If, after a suspension from school of five days or fewer has been imposed, the superintendent or building principal determines that a suspension for more than five days may be warranted the superintendent or building principal shall give reasonable notice to the student and the student’s parents/guardians 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 testifying against the student and the right to present witnesses and other evidence on behalf of the student.

The superintendent/designee shall personally hear and determine the proceeding or may, in the superintendent’s 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. 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.

The superintendent’s hearing will have two phases.

Phase 1: Finding of facts

In phase one of the hearing, a hearing officer is appointed, and will determine whether or not the student actually committed the alleged acts. The school will present evidence and witnesses to establish that the act(s) occurred. The student, parents, guardians or other person representing the student may also present witnesses and evidence on the student’s behalf. Both sides may question all witnesses and examine all evidence at the hearing. To prove that the alleged Code of Conduct violations occurred there must be competent and substantial evidence that the student participated in the objectionable conduct. The hearing officer’s determination based on the evidence will ultimately form the basis of his or her recommendation to the superintendent.

Phase 2: The dispositional/penalty phase

If the student was found guilty in phase 1, then phase 2 will occur to determine what the student’s penalty will be for the conduct. Phase 2 is before the same hearing officer, and is about whether or not the school should suspend the student beyond the five-day principal suspension and if so, for how long will that suspension be.

In phase 2, both sides may present evidence beyond the facts to establish what penalty is proportionate and fair. The evidence presented may include, but is not limited to the student’s disciplinary record and proof of mitigating factors which impacted or provide insight into the student’s behavior. The penalty imposed must be proportionate to the severity of the offense involved. The hearing officer will make a recommendation to the superintendent about the penalty to be imposed.

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 10 business days of the date of the superintendent’s decision, unless the parents/guardians 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 30 days of the decision.
Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where 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.

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.

Preventative Strategies; Responding to Behavior Violations

The code creates a four-level support system that emphasizes student accountability and behavior change. When a student's rule violation is significant, he or she is assigned a consequence signaling that the action at issue is inappropriate, unacceptable or unsafe. The district response to the violation will fall into one of four levels. The higher the level of response, the more serious the violation.

The level system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- Learn from their mistakes;
- Understand why the behavior is unacceptable;
- Acknowledge the harm that they have caused or the negative impact of their actions;
- Understand what they could have done differently in the situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies and skills to use in the future; and
- Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.

**LEVEL 1**

Response incorporates universal school wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

**LEVEL 2**

Involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences can include assignment to detention.

**LEVELS 3 and 4**

Involve behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

Levels of Response at a Glance

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom support and student support team</td>
<td>Classroom support, intensive out-of-class support, and appropriate administrative interventions, up to issuance of detention</td>
<td>Supports and discipline up to a short-term suspension (maximum of 5 days of OSS)</td>
<td>Supports and discipline up to a long-term or permanent suspension</td>
</tr>
</tbody>
</table>
Level 1 Response

When are Level 1 responses merited?
These may be appropriate when the behavior is a minor infraction, the student has had no prior incidents, the behavior is not persistent, or interventions have not been put in place.

Who will implement the Level 1 response?
Teachers and classroom staff will implement the classroom interventions and responses. The student support team may implement other identified interventions and responses.

How will the Level 1 responses be implemented?
• Classroom interventions and responses – These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.
• Student support team interventions and responses – These interventions aim to engage the student’s support system at school and at home to ensure success by working to change the conditions that contribute to student’s unsuccessful behaviors. They can involve school staff and partner and community agency staff.

What are possible Level 1 responses?
Classroom interventions and responses will include one or more of the following:
• Positive directives that state expectations
• Positive and specific feedback
• Re-teaching and rehearsal of skill or procedure
• Increased opportunity to respond during instruction
• Increase teacher proximity
• Verbal prompt, redirection and/or correction
• Reminders and redirection
• Student/Teacher conference
• Use of restorative questions
• Develop relationship with families
• Family conference
• Daily progress sheets on behavior
• Create a classroom check-in plan

Student-support team interventions and responses may include one or more of the following:
• Restitution/Restoration strategies
• Other evidence based student specific strategies

Restitution/Restoration strategies
• Check-in with school building staff (i.e. Check-in/Check-out)
• Mentoring
• Peer mediation
• Restitution plan
• Referral to school-based health or mental health providers
• Service to the school community
• Mediated conflict resolution conference
• Referral to community organization
• Utilize support staff
• Community Service
Level 2 Response

When are Level 2 responses merited?
These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

Who will implement the Level 2 response?
Teachers and classroom staff will implement the classroom interventions and responses. The student support team and/or building administrators will implement the other identified interventions and responses.

How will the Level 2 responses be implemented?
• Classroom interventions and responses -- These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.
• Student support team and/or administrative level interventions and responses – These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

What are possible Level 2 responses?
All interventions and responses listed in Level 1 are also available for Level 2.

Classroom interventions and responses will include one or more of the following:
• Collaborate with family
• Collect progress monitoring data about the behavior and interventions attempted
• Referral to DASA coordinator
• Review of cumulative folder and academic progress, create implement and monitor academic plan
• Collaborate with academic coaches and/or behavior specialists to build on student strengths
• Reflection activity
• Restorative/Restitution practices and strategies
• Restorative conference
• Increased opportunity to respond during instruction
• Verbal prompt, redirection and/or correction
• Create a literacy based strategic plan
• Monitor all plans created and re-evaluate every two weeks

Student support team and/or administrative-level interventions and responses will include one or more of the following:
• Collaborative Family Conference
• Community conference
• Conflict Resolution
• Individualized case management for students with 504 plans or IEPs
• Referral for Social Academic Intervention Group (SAIG) for specific skill building interventions
• Utilize support staff for root cause assessment/trauma assessment
• Conflict mediation
• Administrative and/or support team conference
• Mentoring/Coaching
• After school Detention
• Lunch Detention
• Suspension from Transportation
• Community Service
Level 3 Response

When are Level 3 responses merited?
These interventions and responses may be appropriate when the behavior at issue jeopardizes school and classroom safety and order.

Who will implement the Level 3 response?
Teachers and classroom staff will implement the classroom interventions and responses. The student support team will implement the other identified interventions and responses.

How will the Level 3 responses be implemented?
- Classroom and support team interventions and responses - If a student is removed from the learning environment, teachers/staff will review and adjust the classroom interventions and responses. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.
- Administrative and student support team interventions and responses - These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

What are possible Level 3 responses?
All interventions, responses and supports available for Level 1 and Level 2 infractions are available for Level 3.

Classroom and support team interventions and responses may include one or more of the following:
- Daily progress sheets on behavior
- Initiate a student-centered discussion about the incident (and repair, restore and re-teach expectations)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

Intensive administrative-level and support team interventions and responses include one or more of the following:
- Mediated conflict resolution conference
- Referral to school-based health or mental health providers
- Restitution plan
- Referral and coordination with community based supports
- Assignment to Behavior Intervention Center for behavior skill building interventions
- In-School Suspension up to 5 days
- Family/Guardian notification of due process rights
- Informal conference with principal and student
- Family/Guardian/Student/School Team conference
- Referral to student support team for behavior evaluation
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- For grades PreK-5, principal must immediately provide written notification to the superintendent's designee upon suspension
- Up to five-day out-of-school suspension
**Level 4 Response**

_When are Level 4 responses required?_
These interventions and responses may be appropriate when the behavior at issue seriously jeopardizes school and classroom safety and order.

_Who will implement a Level 4 response?_
Teachers and classroom staff will implement the classroom interventions and responses. The student support team will implement the other identified interventions and responses.

_How will Level 4 responses be implemented?_
- Classroom and Support Team interventions and Responses – If a student is removed from the learning environment, teachers/staff are expected to review and adjust the classroom interventions and responses and seek out additional community based resources including the parent in the process. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.
- Student Support Team interventions and responses – These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

_What are possible Level 4 responses?_
All interventions, responses and supports available for Level 1, Level 2 and Level 3 infractions are available for Level 4.

**Classroom and support team interventions and responses may include:**
- Initiate a student-centered discussion about the incident (and repair, restore and re-teach expectations)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

**Intensive administrative-level and support team interventions and responses may include:**
- Mediated conflict resolution conference
- Family/guardian notification of due process rights and informal conference with principal and student
- Referral to school-based health or mental health providers
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Restorative/Restitution practices and strategies
- Develop/Review Functional Behavioral Assessment and Behavior Intervention Plan
- Individualized case management for students with 504 plans or IEPs
- Referral and coordination with community based supports
- Develop, implement and monitor transition plan
- For prekindergarten-grade 5, principal must immediately provide written notification to the superintendent’s designee upon suspension
- Comprehensive student success plan meeting
- Up to five-day out-of-school suspension
- Request for district hearing to request consideration of a long-term suspension/alternative placement
### District-Wide Behavior Chart: Intervention and Consequences

**LEVEL 1**
- Classroom support and student support team

**LEVEL 2**
- Classroom support, intensive out-of-class support, and appropriate administrative interventions, up to issuance of detention

**LEVEL 3**
- Supports and discipline up to a short-term suspension (maximum 5 days OSS)

**LEVEL 4**
- Supports and discipline up to a long-term or permanent suspension

- **Green Circle**: Law enforcement MAY be called
- **Red Circle**: Law enforcement MUST be called

△ Students in grades PK-5 cannot be suspended out-of-school unless the behavior at issue has a green triangle below and posed a serious and immediate threat to student, staff or public safety.

### Behavior Violations and Levels of Response

<table>
<thead>
<tr>
<th>Behavioral Violation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Police</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
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<tr>
<td>Failing to attend class without a valid excuse (skipping)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Persistent tardiness to school or class</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Persistent or excessive absences from school</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Chronic absenteeism (unexcused absences in excess of 20 days)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td><strong>Academic Dishonesty</strong></td>
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<tr>
<td>Plagiarism, copying another’s work, cheating or altering records</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td><strong>Alcohol</strong></td>
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<td>Under the influence</td>
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<td>X</td>
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<tr>
<td>Use or possession</td>
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<td></td>
<td>X</td>
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<tr>
<td>Distributing or selling</td>
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<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

- Significant unexcused absences will result in the possible filing of a PINS petition.
- Students may receive a failing grade for the assignment.
- School staff will refer student to appropriate substance abuse counseling.
- School nurse will be immediately notified.
<table>
<thead>
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<th>Level 3</th>
<th>Level 4</th>
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<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td></td>
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<td></td>
<td>NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires.</td>
</tr>
<tr>
<td>Staring a fire</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014.</td>
</tr>
<tr>
<td>Destruction of property as a result of starting a fire.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<td></td>
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<tr>
<td>Bomb Threat</td>
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<tr>
<td>Making threats or providing false information about the presence of explosive materials or devices on school property.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Bullying, Harassment, and/or Discrimination</td>
<td></td>
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<td>A Dignity for All Students Act (DASA) investigation is always required when bullying, discrimination and/or harassment are suspected.</td>
</tr>
<tr>
<td>Intentional conduct (including verbal, physical or written) or electronic communication that constitutes bully, discrimination or harassment</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Depending on the allegations a Title IX or other investigation as outlined in applicable Board policies may be required.</td>
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<tr>
<td>Persistent and repeated incidents of bullying targeted at same person or group</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted.</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Damage to Personal or School Property</td>
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<tr>
<td>Minor damage (&lt; $50)</td>
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<td>X</td>
<td></td>
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<tr>
<td>Damage from $50—$500</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Damage &gt; $500</td>
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<td>X</td>
<td>X</td>
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<tr>
<td><strong>Electronic Devices</strong></td>
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<tr>
<td>Use of cell phones, handheld mobile devices, electronic game devices and other similar items.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use of electronic devices that lead to the threat of harm to another person</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Recording and publishing a fight</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use of an electronic device to cause direct physical or emotional harm to another person</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Entering a Class Without Permission</strong></td>
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<tr>
<td>Entering a class not enrolled in without permission</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Extortion</strong></td>
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<tr>
<td>Obtaining money, property or information from another by coercion or intimidation</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Failure to Clear Security/Bypassing Security</strong></td>
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<tr>
<td>Entering school or school property without passing through the requisite security</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intentionally or repeatedly entering school property without passing through the requisite security.</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>False Activation of Fire Alarm</strong></td>
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<tr>
<td>Improper activation of fire alarm</td>
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<tr>
<td>False and fraudulent making or altering of a document or the use of such a document</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Forgery</strong></td>
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<tr>
<td>False and fraudulent making or altering of a document or the use of such a document</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Gambling</strong></td>
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<tr>
<td>Participating in games of chance or skill for money, things of value, or exchangeable goods</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

Significant unexcused absences will result in the possible filing of a PINS petition.

Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form.

If the fire alarm is activated the fire department must be notified and they have jurisdiction until the event is investigated.
<table>
<thead>
<tr>
<th>Behavioral Violation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Police</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hallway Misbehavior</strong></td>
<td></td>
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</tr>
<tr>
<td>Running, making excessive noise, loitering, or occupying an unauthorized place in the school hallway.</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Illegal Drugs</strong></td>
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<tr>
<td>Under the influence</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>School staff is required to refer students to appropriate substance abuse counseling.</td>
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<tr>
<td>Using or possessing</td>
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<td>X</td>
<td></td>
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</tr>
<tr>
<td>Distributing or selling</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>School nurse must be immediately notified.</td>
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<tr>
<td><strong>Inciting or Participating in Disturbance</strong></td>
<td></td>
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</tr>
<tr>
<td>Participating in a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>A large disruption is defined as a disruption that causes an administrator to initiate a “shelter in place” emergency procedures, prevents large number of students from moving through the hallways, disrupts the educational process for a large number of students across the school, or poses a serious and grave threat to the safety of large numbers of students.</td>
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<tr>
<td>Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Using an electronic device to bring others to initiate or engage in a disturbance.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Inhalants</strong></td>
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<tr>
<td>Under the influence</td>
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<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>School staff is required to refer students to appropriate substance abuse counseling.</td>
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<tr>
<td>Using or possessing</td>
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<td>X</td>
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</tr>
<tr>
<td>Distributing or selling</td>
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<td>X</td>
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<tr>
<td>School nurse must be immediately notified.</td>
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<tr>
<td><strong>Leaving School Without Permission</strong></td>
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</tr>
<tr>
<td>Leaving the school without permission</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Behavioral Violation</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Police</td>
<td>Notes</td>
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<tr>
<td><strong>Non-Compliance</strong></td>
<td></td>
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<tr>
<td>Failure to following directions</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Failure to respond to school staff directives, questions or requests</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Failure to comply with school rules, regulations, policies or procedures</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Persistent failure to comply with school rules, policies and procedures</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>Physical Contact with Others</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Unintentional physical contact with school personnel</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unintentionally striking a staff member who is intervening in a fight or other aggressive behavior.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Unintentionally striking a staff member who is intervening in a fight or other aggressive behavior that causes injury to the staff member</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>▲</td>
<td>○</td>
</tr>
<tr>
<td>Intentional offensive touching, poking, pushing, or physical intimidation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>○</td>
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<tr>
<td>Intentional physical attack on school personnel</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>○</td>
</tr>
<tr>
<td>Attack on student or fight with injury.</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Attack on student or fight with serious bodily injury.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Two or more persons intentionally attacking a student with injury.</td>
<td>X</td>
<td></td>
<td></td>
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<td>○</td>
</tr>
<tr>
<td>Two or more persons intentionally attacking a student with serious bodily injury.</td>
<td>X</td>
<td></td>
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<td>○</td>
</tr>
<tr>
<td>Fight that causes an administrator to initiate “shelter in place” emergency procedures.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Behavioral Violation</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Police</td>
<td>Notes</td>
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<tr>
<td>Sexual Assault</td>
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<td></td>
<td></td>
<td>X</td>
<td>△</td>
<td>School staff is required to refer students to appropriate counseling.</td>
</tr>
<tr>
<td>Forced sexual act</td>
<td></td>
<td></td>
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<td>X</td>
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</tr>
<tr>
<td>Sexually Based Infraction or Offenses</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Sexual harassment (unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>School staff is required to refer students to appropriate counseling. Possession and/or transmission of child pornography is subject to prosecution and must be reported to police.</td>
</tr>
<tr>
<td>Sexual activity or sexual misconduct (indecent exposure, engaging in sexual activity, etc)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Technology Acceptable Use Policy Violation</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>Possession and/or transmission of child pornography is subject to prosecution and must be reported to police.</td>
</tr>
<tr>
<td>Violation of the Milford CSD Acceptable Use Policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Theft</td>
<td></td>
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<td>X</td>
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<tr>
<td>Under $500</td>
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<td>X</td>
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<tr>
<td>Over $500</td>
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<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Taking money or property from another by force</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Threat (Written or Verbal)</td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Verbal or written threat against any member of the school community</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Tobacco/Nicotine Products/Vaping Products</td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>Includes the use of e-cigarettes and vaping</td>
</tr>
<tr>
<td>Possession or use</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Trespassing</td>
<td></td>
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<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Behavioral Violation</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Police</td>
<td>Notes</td>
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<tr>
<td><strong>Verbal Aggression/False Statements/Disrespectful Behavior</strong></td>
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<tr>
<td>Misleading or giving false information to school staff</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Confrontational and aggressive arguing</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Name calling; insults; making inappropriate gestures, symbols, or comments; or using profane, obscene or offensive language</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>Weapons, Firearms, Explosives</strong></td>
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<tr>
<td>Possession of instruments or objects that could be used as a weapon</td>
<td>X</td>
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</tr>
<tr>
<td>Possession of an instrument or object used as a weapon with intent to cause injury</td>
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<td></td>
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<tr>
<td>Possession of a weapon</td>
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</tr>
<tr>
<td><strong>Firearms:</strong> Possession of a firearm as defined in 18 USC 921 of the federal code (e.g. handguns, rifles, shotguns, bombs)</td>
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<tr>
<td><strong>Other Guns:</strong> Possession of any other type of gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns.</td>
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</tr>
<tr>
<td><strong>Explosives:</strong> Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</table>

Expulsion for no less than one calendar year is mandated by state law for firearms violations, but can be modified on a case-by-case basis by the Superintendent of Schools.
IX. Student Attendance

The Board of Education, in compliance with State Education Law, requires that students regularly attend school on a full-time basis from the first day of session in September of the school year in which they become six years of age.

Also in accordance with the State Education Law, the Milford Central School District encourages the enrollment of children who have turned five on or before December 1. Students must be enrolled through the last day of the school year in which they become sixteen years of age, unless they have completed a four-year high school course of study. Students may attend a school other than a public school or receive home instruction, provided he instruction is equivalent to that given in the public schools.

The Board of Education believes that regular attendance is a critical factor in student academic success. It is the district’s responsibility to work collaboratively with families to assist with identifying and removing barriers to regular attendance and to communicate to families the importance of regular attendance. The excused and unexcused absence list can be found in Board Policy #5100 Attendance or in the attendance manual for staff.

X. Contacting Law Enforcement

The principal or his/her designee must notify the appropriate local law enforcement agency of code violations that 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/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.

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:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restraining or removing 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. Searches and Investigations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe 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/guardian before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, assistant principals, the school nurse, and district security officials to conduct searches of students and their belongings, in most instances with exceptions set forth below, 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 also 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.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that the student possesses physical evidence that the student violated the law or the district Code of Conduct, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.
EXCEPTIONS

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 students' 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.

Strip searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a thorough search is warranted, the police should be summoned to the scene.

Vehicle Searches

With regard to student owned and/or driven motor vehicles ("student vehicles"), driving and parking on school property is a privilege, not a right. The administration retains the authority to conduct routine patrols, including but not limited to canine sniffs, of any school roadways, parking areas and the vehicles parked in such parking areas. The interior of a student vehicle on school premises may be searched if the school authority had reasonable suspicion that the vehicle contains contraband, or evidence of violation of law and/or school district policy and regulation, including the Student Code of Conduct.

Documentation of searches

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

1. Name, age, and grade of student searched
2. Reasons for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Persons conducting searches and their titles and positions
7. Witnesses, if any, to the search
8. Time and location of search
9. Results of search (that is, what items(s) were found)
10. Disposition of items found
11. Time, manner, and results of parental notification

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

Investigation of students suspected of possession or consumption of alcohol

All authorized district staff have the authority to investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):

1. Searching student lockers, desks, and other storage spaces
2. Searching student clothing
3. Questioning students
4. Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and
5. Using hand-held breath-test devices

Police involvement in searches and investigations of students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. 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 other court order authorizing the student's removal; or

• A search or an arrest warrant or other court order authorizing the student's removal; or
• Probable cause to believe a crime has been committed on school property or at a school function

Before police officials are permitted to question or search any student, the 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 the student is 16 years of age or older. 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 questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.
XIII. Visitors to the Schools

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff.

Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or the principal’s 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:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.

2. All visitors to the school must report to the office of the principal (or other designated area) upon arrival at the school, provide valid identification, and sign the visitor’s registry. They 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 and sign out of the visitor’s registry.

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

4. Visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance with the principal and classroom teacher(s), so that class disruption is kept to a minimum.

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

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

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

XIV. Discipline & Participation in After-School Activities

When a student’s behavior results in a disciplinary action, they will be restricted from participating in after-school activities as outlined below:

**Detentions:** Students serving detentions (teacher or principal) may attend all activities without restriction.

**Suspensions (In-School and Out-of-School):** Students serving suspensions are restricted from attending all events and practices on the day(s) covered by their suspension. A student whose suspension doesn’t end until after the weekend will be restricted from attending all weekend events and practices.

**Home-Bound Instruction:** Students serving home-bound instruction are restricted from attending any events or practices for the duration of their placement in home-bound instruction.

Students participating in extra-curricular activities that compete or perform should refer to section XXIV regarding additional expectations and penalties that will be taken with regard to your participation.
XV. Public Conduct on School Property

The district is committed to providing an orderly, 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 of Conduct, “public” shall mean all persons when on school property or attending a school function including students, teachers, and district personnel.

The restrictions of public conduct on school property and at school functions contained in this Code of Conduct 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 of Conduct 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 of which they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy (including graffiti and arson) district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property.
3. Disrupt the orderly conduct of classes, school programs, or other school activities.
4. Display, 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.
5. Use language that is inappropriate for a school community.
6. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or age.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
8. Obstruct the free movement of any person in any place to which this Code of Conduct applies.
9. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
10. Possess, consume, sell, distribute, or exchange alcoholic products or beverages, controlled substances, or be under the influence of either on school property or at a school function.
11. 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.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this Code of Conduct.
16. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

Penalties

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

1. Visitors shall have their authorization, if any, to remain on school grounds or at the school function withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to arrest.
2. Students shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020 and/or any other legal rights that they may hold.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75 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 hold.
5. Staff members other than those described in subdivisions 3 and 4 shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may hold.
Enforcement

The building principal/designee has the overall responsibility to ensure the Code of Conduct is enforced within their building. When the Code of Conduct is being violated, the prohibited conduct should be addressed and corrected.

If the person refuses to correct the prohibited conduct, the person should be warned of the consequences. If the person’s conduct poses an immediate threat, the person should be removed from school property or the school function. If necessary, local law enforcement 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 of Conduct.

XVI. Dissemination and Review

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

1. Providing copies of a full Code of Conduct to all students at the beginning of each school year.
2. Making copies of the Code of Conduct available to all parents/guardians at the beginning of the school year.
3. Mailing a full copy of the Code of Conduct to all parents/guardians of district students before the beginning of the school year and making this copy available later upon request.
4. Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption via an online link.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code of Conduct available for review by students, parents/guardians and other community members.

The District will sponsor a professional development program for all district staff members to ensure the effective implementation of the Code of Conduct. 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. Ongoing professional development will be included in the district’s professional development plan, as needed.

XVII. Review of Code of Conduct

The Board of Education will review this Code of Conduct every year and update it as necessary. The Board may appoint an advisory committee to assist in reviewing the Code of Conduct and the district’s response to Code of Conduct violations. 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 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 of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

The change in name and/or contact information of the Dignity Act Coordinators (DAC), building principals, or the individuals listed in the non-discrimination notice will not constitute a revision to the Code of Conduct so as to require a public hearing.
XVIII. Removals, Suspensions and Referrals

In the event a student is involved in a removal or suspension from school the following supportive referrals may be initiated:

<table>
<thead>
<tr>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The counseling office/social worker/psychologist shall handle all referrals of students to counseling and will work with site staff to refer families for support from social/human services, and outside agencies when necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person in Need of Supervision (PINS) petitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district may file a PINS petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:</td>
</tr>
<tr>
<td>1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law</td>
</tr>
<tr>
<td>2. 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</td>
</tr>
<tr>
<td>3. Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Juvenile offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:</td>
</tr>
<tr>
<td>1. Any student under the age of 16 who is found to have brought a weapon to school, or</td>
</tr>
<tr>
<td>2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).</td>
</tr>
<tr>
<td>3. The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.</td>
</tr>
</tbody>
</table>
Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply:

1. A suspension means a suspension pursuant to Education Law §3214.
2. A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an Interim Alternative Educational Setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
3. An IAES (Interim Alternative Educational Setting) means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current Individualized Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

School personnel may order the suspension or removal from current educational placement as follows:

1. The board, the superintendent of schools, or a building principal 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 school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
2. The superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
3. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
4. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or school function.
5. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

Change of placement rule

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

1. For more than 10 consecutive school days; or
2. 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 accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not associated with the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.
Additional safeguards regarding the suspension or removal of students with disabilities

The district's Committee on Special Education (CSE) shall conduct a "manifestation determination" review of the relationship between the student's disability and the behavior subject to disciplinary action whenever:

1. A decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances;
2. Because maintaining the student in his current educational setting poses a risk of harm to the student or others; or
3. A decision is made to impose a suspension that constitutes a disciplinary change in placement.

The parents/guardians of a student who is facing disciplinary action, but who has not been determined to be eligible for services under Individuals with Disabilities Education Act (IDEA) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

If subsequently, a student with a disability who has a behavioral intervention plan and has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal which constitutes a disciplinary change in placement, the procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

The district shall provide parents/guardians with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

The parents/guardians of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents/guardians of non-disabled students under the Education Law.

Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be separated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code of Conduct.

The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not associated with the student's disability.

During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code of Conduct.
**Expedited due process hearing**

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

1. 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.

2. 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/guardians 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.

3. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents/guardians within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

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**THE GENERAL PROCEDURES FOR FORMAL HEARING OF STUDENTS WITH DISABILITIES OR A PRESUMED DISABILITY**

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**Diagram of procedures**

- **201.9(c)** Superintendent’s hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be divided into guilt phase and a penalty phase.

- **Determination of Guilt Phase of Superintendent’s Hearing**
  - Determines whether the student is guilty of the alleged misconduct.

- **Student is found guilty of alleged misconduct**
  - **Manifestation Determination Meeting**
  - **Penalty Phase of Superintendent’s Hearing**
  - **Hearing officer recommends a change in placement to an IAES**

- **Student is found not guilty of alleged misconduct**
  - **Manifestation Meeting held to review student’s IEP and programming**
  - **CSE Meeting held to review student’s IEP and programming**

- **Not a manifestation**
  - Student will be disciplined in the same manner as a non-disabled student but will continue to receive IEP services.

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**Notes**

- **THE GENERAL PROCEDURES FOR FORMAL HEARING OF STUDENTS WITH DISABILITIES OR A PRESUMED DISABILITY**

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XX. Appendix A – Glossary of Definitions

Absence means failure to attend or appear at school.

Academic dishonesty includes plagiarism; copying another’s work; altering records and cheating by providing, receiving or viewing answers to quiz or test items or independent assignments, using texts, documents, notes, or notebooks during tests without permission from a staff member.

Arson means starting a fire or destruction of property as a result of starting a fire.

Attack on student means a student or students set upon another student in a forceful, hostile or aggressive way with or without provocation.

Bomb threat means the making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging.

Bullying See harassment or bullying

Change in placement If a child with a disability is suspended for more than 10 days, then a “change in placement” is said to have occurred. This 10-day limit does not have to be reached by a single suspension. If your child with a disability has been suspended multiple times, for similar conduct or similar lengths of time, then these suspensions may be added together and if greater than 10 days, could be equal to a change in placement.

Child pornography means sexually explicit images of children.

Classroom distraction means behavior that is disruptive or disturbing the class.


Cyberbullying shall mean harassment or bullying as defined below, where such harassment or bullying occurs through any form of electronic communication.

Damage to property means damage, destruction of property belonging to the school or others.

Dignity Act coordinator means an employee designated by the Board who ensures full compliance with the Dignity for All Students Act and also refers to designated Dignity Act Coordinators in every school who coordinate and manage all written documentation, processing, school actions and interventions involved in enforcing the Dignity for All Students Act.

Disability includes the use of actual or perceived race, color, height, weight, national origin, ethnic group, religion, religious practice, gender, gender identity sexual orientation or disability as a basis for treating another in a negative manner.

Discipline means a system of rules of conduct, training, practice, and instruction that supports and sustains positive behaviors and self-discipline. Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Students need different amounts of time, attention, tasks, interventions and supports to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom or activity.

Distribution means transferring possession of alcohol, drugs or inhalants to another person with or without an exchange of money.

Electronic devices means technology and equipment such as cell phones, computers and tablets.

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

Employee/school personnel 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 9-B of Article 5 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. (Education Law Sec. 11(4) and 1125(3)).

Entering a class without permission means entering a class a student is not enrolled in or had been removed from for that class period.

Extortion means theft using coercion, which includes obtaining money or property from another student through coercion, intimidation or threat of physical harm.

Failure to clear security/bypassing security shall mean entry upon school property without submitting to the requisite security procedures and protocols.

False activation of a fire alarm means the activation of a fire alarm when there is no fire or emergency warranting such activation.

Fighting means displaying or engaging in violence, combat or aggression.

Forgery means false and/or fraudulent making or altering of a document of the use of such a document.
Gang activities or acts that intentionally further gangs, or gang-related activities includes but is not limited to: tagging, or otherwise defacing school property with gang, or gang-related symbols or slogans; requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon other person related to gang activity; and soliciting others to gang membership.

Gambling means participation in games of chance, including, but not limited to, card playing for money and/or other things of value.

Gender shall mean actual or perceived sex and shall include a person’s gender identity or expression.

Gender expression means the way in which we each we express gender identity to others through behavior, clothing, haircut, voice and other forms of presentation.

Gender identity means the way in which people self-identify and present their masculinity and femininity to the world. Gender identity is an individual’s sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal, and is not necessarily visible to others.

Harassment or bullying means the creation of a hostile environment by verbal and non-verbal conduct, intimidation, verbal threats or abuse, including cyber-bullying, that 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 wellbeing; including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such acts of harassment and bullying include those that occur on school property; at a school function or off school property where such acts create 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. Harassing and bullying behavior may be based on any characteristic including but not limited to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity. Bullying is the repeated intentional acts done willfully, knowingly and with deliberation, by individuals or an individual and harm another person physically or emotionally. Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a “conflict” between the two students.

Hallway misbehavior means willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including, but not limited to, hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Hallway misbehavior includes, but is not limited to:

- Bringing in unauthorized pets or animals
- Shoving, horseplay, play-fighting
- Clustering in groups in ways that impede the movement of students from one place to another
- Making unreasonable and excessive noise
- Obstructing vehicular traffic or pedestrian movement
- Running in hallways
- Running away when school staff member is asking a direct question or making a direct request to a student
- Unauthorized presence in any prohibited school area.

Hazing is a specific form of harassment among students defined as any humiliating or dangerous activity expected of a student in order to join a group or be accepted by a formal or informal group, regardless of the student’s willingness to participate. Hazing 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. Hazing behaviors include, but are not limited to, the following general categories:

- Humiliation: socially offensive, isolating or uncooperative behaviors;
- Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs;
- Dangerous hazing: hurtful, aggressive, destructive and disruptive behaviors.

The term “hazing”, as used in this Code of Conduct, means any conduct or methods of initiation into any student organization, whether on public or private property, before, during or after school hours, which willfully or recklessly endangers the physical or mental health of any student. Consent of the victim of hazing shall not be available as a defense to any prosecution of hazing under this Code of Conduct. Whoever knows that another person is the victim of hazing and is at the scene of such a hazing shall, to the extent that the person can do so without danger or peril to himself/herself or others, report such activity to an appropriate official as soon as responsibly possible. A person who knowingly and unreasonably fails to report hazing activity shall be guilty as an accomplice in such activity. Employees who fail to report an incident of hazing may be subject to disciplinary action.

Illegal behavior means any behavior that is considered a violation against municipal, state, or federal laws.

Illegal drug means a controlled substance which is illegal in certain situations (meaning a person is not allowed to have them). This 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 Substances Act or under any other provision of federal law.
Inciting or participating in a disturbance means causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot.

Indecent exposure means a student who appears in a public place in such a manner that the private or intimate parts of their body are unclad or exposed.

Inhalant means medicine or illegal drug that is breathed into the lungs through the mouth or nose. Students will only be penalized for possession of illegal drugs or medicine they are not legally authorized to possess.

Instigating means behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

Interventions means specific programs, strategies, restorative conferencing protocols, skill-building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

Leaving the classroom without permission occurs when a student exits a classroom without the permission of the teacher or staff.

Leveled consequences and interventions Leveled consequences and interventions communicate an increasing sense of urgency and seriousness to the student and the parent by:

• increasing the degree of involvement and communication for the student and parent as consequences and interventions intensify,
• involving other teachers, student support team members, and/or administrators in behavioral conferences and contracts with student and parent,
• increasing the levels of adult supervision and monitoring of the student through daily check-ins, progress reports, and teacher feedback.

Leveled consequences and interventions move from teacher responses to behavior concerns to more intense and comprehensive interventions and consequences when a) the same behavior becomes chronic; or b) the intensity, frequency, or severity of cumulative behaviors and incidents continues to escalate or c) a single incident warrants Level 2 or Level 3 consequence.

Juvenile offender as defined by New York Criminal Procedure Law § 1.20 means (1) a person, thirteen years old who is criminally responsible for acts constituting murder in the second degree as defined in subdivisions one and two of section 125.25 of the penal law, or such conduct as a sexually motivated felony, where authorized pursuant to section 130.91 of the penal law; and (2) a person fourteen or fifteen years old who is criminally responsible for acts constituting the crimes defined in subdivisions one and two of section 125.25 (murder in the second degree) and in subdivision three of such section provided that the underlying crime for the murder charge is one for which such person is criminally responsible; section 135.25 (kidnapping in the first degree); 150.20 (arson in the first degree); subdivisions one and two of section 120.10 (assault in the first degree); 125.20 (manslaughter in the first degree); subdivisions one and two of section 130.35 (rape in the first degree); subdivisions one and two of section 130.50 (criminal sexual act in the first degree); 130.70 (aggravated

sexual abuse in the first degree); 140.30 (burglary in the first degree); subdivision one of section 140.25 (burglary in the second degree); 150.15 (arson in the second degree); 160.15 (robbery in the first degree); subdivision two of section 160.10 (robbery in the second degree) of the penal law; or section 265.03 of the penal law, where such machine gun or such firearm is possessed on school grounds, as that phrase is defined in subdivision fourteen of section 220.00 of the penal law; or defined in the penal law as an attempt to commit murder in the second degree or kidnapping in the first degree, or such conduct as a sexually motivated felony, where authorized pursuant to section 130.91 of the penal law.

Makeup work When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up these assignments without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets.

Manifestation determination A manifestation determination is a meeting held to decide if there is a relationship between the student’s disability and the behavior that is the subject of the disciplinary action. This meeting should be held immediately, but no longer than 10 days after a student with a disability has been suspended in a way that constitutes a change in placement. This meeting must take place within 10 days of the district's decision to suspend the child for 10 or more days, or for a period of time that otherwise constitutes a disciplinary change in placement.

Material incident of harassment, bullying and/or discrimination means a single verified incident or a series of verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, meets the definition “harassment and bullying” as defined above and is the subject of a written or oral complaint to the superintendent, principal or their designee, or other school employee. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this definition shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person’s gender that would be permissible under Education Law sec. 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under Section 504 of the Rehabilitation Act of 1973.

National origin means a person’s country of birth or ancestor’s country of birth.
Non-authorized or inappropriate use and misuse of school equipment, school materials and electronic devices,

- including:
  - M misuse of technology: Any situations in which a student or students deliberately tamper with, damage, alter, access, crash, or corrupt the computer or communications system for a class, school or the District, resulting in the loss or corruption of information, or the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.
  - Computer misuse: Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking (i.e., sharing of obscene, pornographic- including transmission of child pornography, lewd or illegal images or photographs, unauthorized use of computers, software, or Internet/intranet accounts, accessing inappropriate web sites).
- Non-authorized use and misuse of electronic and other devices: This includes the non-authorized use of any of the following on school premises during the school hours of any school day: electronic communication devices, cellular phones, pocket pagers, laser pointers, personal music devices (Walkmans, MP3 players, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. M misuse includes, but is not limited to, texting, sexting, blogging, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, and posting in web sites. Students may not engage in electronic communication which demeans or ridicules on the bases of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other legally protected status (electronic bullying).

Non-compliance means failure to follow established and identified school policies and procedures, failure to follow the direction of staff, and or failure to respond to staff.

Offensive touching means an intentional act taken against a student with a part of the body or with an instrument, including, but not limited to, shoving, pushing, and striking, thereby causing offense, alarm, or minor physical harm.

Parent means parent, guardian, or the person in a parental relationship to a student.

Persistent means repeated over a period of days after interventions have been implemented and given ample time to be effective.

Physical aggression means behavior causing or threatening physical harm towards others, including but not limited to, hitting, kicking, biting, and shoving.

Physical contact means the act of touching physically.

Positive behavior means socially appropriate behavior (verbal and non-verbal) that does not interfere with the learning environment.

Positive Behavioral Interventions and Supports (PBIS) is a school-wide, three-leveled framework of universal expectations, shared language, and common policies and practices that support a safe, civil, disciplined, and orderly school climate and positive student behavior through the promotion of social and emotional competence and habits of self-discipline and prevention of inappropriate, unacceptable, and unskillful behaviors (Level 1); targeted interventions for students who meet specific criteria and conditions associated with specific interventions (Level 2); and more intensive and individualized interventions for students with high needs who are at greatest risk for healthy development and school success (Levels 3 and 4).

Public space misconduct Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including, but not limited to, hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Public space misconduct can be classified as serious and includes, but is not limited to:

- Bringing in unauthorized pets or animals,
- Shoving, horseplay, play-fighting,
- Clustering in groups in ways that impede the movement of students from one place to another,
- Making unreasonable and excessive noise,
- Obstructing vehicular traffic or pedestrian movement,
- Unauthorized presence in any prohibited school area.

Race A group of persons related by a common descent or heredity; For purposes of enumeration, the U.S. Census Bureau uses terms such as: “White/Caucasian,” “Black/African American/African-descent,” “Asian,” “Hispanics/Latinos,” etc. to describe and classify the inhabitants of the United States.

Repeatedly 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 a student subject to a short-term suspension.

Reportable to police Certain offenses require police reports while reporting of others depends on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons.

Robbery means obtaining or attempting to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon.
School bus means every motor vehicle 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, or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, or from school or school activities, or, 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.

School function means any school-sponsored extracurricular event or activity.

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 in or on a school bus, as defined in Vehicle and Traffic Law §142.

Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. Serious impairment of one's physical condition.

Serious public space misconduct See public space misconduct.

Sexual Offenses:
• Inappropriate Sexual Behavior includes, but is not limited to, physical touching of intimate body parts of another or one's self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.
• Sexual Harassment means unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.
• Sexual Assault means physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
• Rape or Attempted Rape includes forced or attempted forced sexual contact without the consent of the victim.

Sex means the biological and physiological characteristics that define men and women (male and female denote “sex”).

Sexual orientation the sex to which a person is sexually attracted.

Tardiness means arriving late to school or class.

Theft means taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use.

Threat means an actual declaration of an intention or determination to inflict injury or cause harm.

Threat against school personnel written or verbal means stating an intention to cause school personnel harm whether in writing or verbally. Tone and perceived threats are not sufficient; the student must actually threaten harm or injury against the school personnel or the family of school personnel.

Tobacco violations means possession, use, sale or distribution of tobacco or tobacco products, including, but not limited to, cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco.

Trespassing means being on school property without permission, including while suspended or expelled; includes breaking and entering.

Verbal aggression shall include misleading or giving false information to school staff; confrontational and aggressive arguing; name-calling, insults, making inappropriate gestures, symbols, or comments; or using profane or offensive language.

Under the influence means altered physical and/or mental state after consuming alcohol, drugs or inhalants.

Unintentional means not intentional or deliberate; accidental.

Using or possessing means consuming alcohol, drugs or inhalants or in possession of these substances on school property or at school functions.

Violent or disruptive incident shall include, but is not limited to, the following categories of incidents that occur on school property of the school district: a) possession of a weapon, as defined below; b) use of a weapon; homicide; c) personal injury and/or intimidation; d) assault; e) criminal harassment.

Violent student means a student under the age of 21 who while on school property or at a school function:
a. Commits an act of violence upon a school employee or attempts to do so;
b. Commits an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so;
c. Possesses a weapon;
d. Displays what appears to be a weapon;
e. Threatens to use a weapon or threatens physical harm;
f. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
g. Knowingly and intentionally damages or destroys School District property; or
h. Is otherwise defined under Education Law §3214 (available at www.nysed.gov).

Weapon means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free Schools Act. It also means any other gun, B B 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 with the intention of causing physical injury or death.
XXI. Short-Term In-School or One- to Five-Day Out-of-School Suspension Procedures and Timeline.

If student's inappropriate, unacceptable or unsafe behavior is identified as a Level 2 violation, it may warrant short-term in-school suspension. If student's inappropriate, unacceptable or unsafe behavior is identified as a Level 3 violation, it may warrant a short-term-in-school or out-of-school suspension.
XXII. Out-of-School Suspension Lasting More Than Five Days

District hearing request procedures and timeline

If student's inappropriate, unacceptable or unsafe behavior is identified as a Level 4 violation that warrants possible assignment of and out of school suspension of more than five days, the following procedures and timeline must be followed.

<table>
<thead>
<tr>
<th>AFTER INCIDENT</th>
<th>WITHIN 5 DAYS OF START OF 5-DAY SUSPENSION</th>
<th>WITHIN 48 HOURS OF RECEIVING HEARING REQUEST</th>
<th>WITHIN 5 DAYS OF STUDENT'S INITIAL SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of Initial Five-Day Suspension</td>
<td>District Hearing Request from School</td>
<td>Superintendent Decision and Parent Notification</td>
<td>Superintendent's Hearing and Pre-Conference Meeting</td>
</tr>
<tr>
<td>Level 4 violations require that a student is immediately removed from the classroom. All procedures required for assignment of a short-term suspension must be followed to assign a five-day suspension before district hearing process can begin.</td>
<td>Submission of all Hearing Request documentation: Superintendent Hearing Request form Summary of evidence including description of behavior violation, incident report, witness statements, video, photographs, and any other relevant materials or testimony Suspension letter sent to parent Recommended interventions during or after suspension Parent is notified by telephone and in writing. Communication must inform parent that she/he can request a conference with an administrator to discuss reasons for suspension.</td>
<td>After review of Hearing Request information, Superintendent or his/her Designee approves or denies Hearing Request for long-term suspension. If Hearing Request is approved, a written notice to participate in a superintendent's hearing is sent to parent by certified/return receipt mail within 48 hours of receiving Hearing Request documentation. Written notice must include time, date, and location of superintendent's hearing and pre-conference meeting; description of alleged behavior violation, and description of incident and student's actions; parent's and student's right to be represented by counsel, present evidence, and question witnesses.</td>
<td>Participants include: Hearing Officer, administrator from student's school, student and parent, and any witnesses requested from the school or from student or parent. In Phase 1 of the Hearing, the Hearing Officer determines whether student is guilty or innocent of alleged behavior violation. In Phase 2 of the Hearing, the Hearing Officer recommends the consequences and interventions to be assigned. Superintendent will make a final determination and notify the parent in writing.</td>
</tr>
</tbody>
</table>

Appeal

Parent or student can file a written appeal within 10 business days of the decision date to the Board of Education. If the parent or student do not agree with the Board's decision they can then appeal to the Commissioner of Education within 30 calendar days from the decision of the Board.
### XXIII. Transition Timeline for a Student’s Return to School after Long-Term Suspension

To ensure a student’s optimal transition back to a regular school program, the following structures and procedures should be in place.

<table>
<thead>
<tr>
<th>ONE-TWO WEEKS BEFORE</th>
<th>FIRST DAY OF RETURN</th>
<th>FIRST TWO WEEKS</th>
<th>WEEKLY CHECK-INS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRANSITION</strong></td>
<td><strong>Student Return</strong></td>
<td><strong>Student Progress</strong></td>
<td><strong>Student Progress</strong></td>
</tr>
</tbody>
</table>
| Closure and Orientation to Receiving School | Student is met by a designated person in the school office to facilitate a successful start.  
If the student was not present for the transition meeting, a meeting prior to attending any classes is arranged when practicable.  
Where applicable, Level I, Level II and Level III interventions are established with responsible school personnel. This can include the development of check-in/check-out plan, a safety plan, stay-away agreement, etc. | Level I, II, and III interventions are reviewed with the student by the social worker, school counselor or other identified individual.  
Modifications to interventions and strategies can be made anytime, but school personnel and the student should meet together after the first two week to have a formal progress meeting. | Successfulness of transition is monitored for the first four weeks upon a student’s return and can be extended based on individual needs. |
XXIV. Extra-Curricular Team Participants

Students understand that participation on an extra-curricular team is a privilege, not a right. As a member of a team, participants make a commitment to contribute to the success of the program and to abide by all requirements of participation. The student understands that he/she must keep priorities in mind with family and schoolwork coming before the extra-curricular activity. At the same time, the student must commit himself/herself to the team and, once he/she has started, continue to support the team throughout the season. If an individual quits a team, he or she will not be able to rejoin that team during that season.

This provision shall apply to any student group that performs or competes including, but not limited to: all sports, Academic Challenge (Quiz Bowl), Odyssey of the Mind, Marching Band, Colorguard, the Musical, Jazz Band, Senior Play, and the 7/8 Play.

This provision explicitly does not apply to student groups that do not perform or compete including, but not limited to: Art Club, Spanish Club, CROP, Yearbook, Student Government, SADD, Safety Patrol, Honor Society, and the GSA.

MCS Pride

The student understands that they represent Milford Central School and must conduct themselves in a manner that brings pride and respect to their community. The student understands that they are required to treat his/her teammates, advisor/coach, opponents, officials and fans with respect at all times. Fighting or swearing at the advisor/coach, fan, player, or official during a competition will result in an immediate removal, at that time, from the remainder of the competition. A second violation will require a meeting with parents and administration and result in a minimum one-competition suspension. A third violation will result in permanent dismissal from the team. The student may request an administrative meeting to review any proposed suspension.

We must work together as a team without inner strife. If there are conflicts of any kind, the advisor/coach should be notified and the situation will be resolved at the discretion of the advisor/coach.

Damage to Equipment or Facilities

Any loss of or damage to equipment or facilities due to misuse or negligence will be paid for by that student. The student understands that he/she is responsible for all equipment issued to him/her and that he/she must return it at the end of the season or pay for its replacement. Theft of any type will result in immediate suspension from the team and the panel will determine the length of suspension.

Practices and Competitions

Each day is important and the student must be present to keep up with the skills and information so as to not hinder the team. The student understands that all practices and competitions are mandatory unless he/she has an appointment or family commitment. The student will inform the advisor/coach personally that he/she will be absent, prior to the practice unless unavoidable.

Unauthorized absences from practice will affect a student's participation in competitions. One unauthorized absence will result in the student not being able to participate in the next scheduled competition/performance that occurs within ten (10) days after the absence. Two unauthorized absences will result in the student not participating in the next two successive competitions/performances that occur within twenty (20) days after the absence. Missing three practices for unauthorized reasons will result in immediate suspension from the team. Failure to notify the advisor/coach of an authorized absence prior to a scheduled practice or competition/performance will result in discipline determined by the advisor/coach.

School Attendance

The student understands that he/she must follow all state, league, and school rules regarding eligibility and attendance. With the exception of extenuating circumstances, the student understands that he/she must be in school the whole day of the competition/performance and cannot be late or absent or he/she will not participate in the competition/performance. An absence on a no contest day will prohibit the student from practicing with the team. Repeated absences or tardiness on no contest days may result in disciplinary action by the advisor/coach. Legal absences are the exceptions.
Detention

A student who receives a detention will serve their detention as directed. The student is responsible for telling the advisor/coach personally that they received detention. Students receiving detention may still participate in practices and competitions/performances; however, an advisor/coach has the discretion to impart additional consequences for students who receive multiple detentions during the season.

Suspensions (In-School and Out-of-School)

Students serving suspensions are restricted from attending all events and practices on the day(s) covered by their suspension. A student whose suspension doesn't end until after the weekend will be restricted from attending all weekend events and practices. Should the student’s suspension not result in missing a competition/performance, the student will be excluded from the first competition/performance that occurs within ten (10) calendar days from the start of their suspension.

Examples:

1. **Suspended Monday & Tuesday with no scheduled competitions/performances:** Student cannot attend practice either day. They will be excluded from the first competition/performance that occurs within 10 calendar days starting with Monday. If there are no scheduled competitions/performances within those 10 days, they have no further consequences.

2. **Suspended Friday & Monday with competitions/performances on the weekend:** Student cannot attend any events until Tuesday. As part of their days of suspension, the student has already been excluded from a competition/performance. They have no further consequences.

Students who receive three or more in- or out-of-school suspensions will no longer be eligible to participate on the team for that season.

Arrests

Any student arrested for illegal activity will be suspended from participation until the matter is resolved. If a student is convicted of a misdemeanor or felony, the student is suspended from participation in extra-curricular competitions for one full calendar year. In the event the arrest does not result in a misdemeanor or felony conviction, the student and their parent/guardians shall meet with the advisor/coach, the advisor/coach's immediate supervisor, and/or the Principal/Superintendent. The meeting shall be scheduled to facilitate the attendance of parents/guardians; their attendance is required. The suspension from participation shall continue until the meeting occurs. The Principal/Superintendent shall conduct the meeting and provide an opportunity for all parties to provide information regarding the alleged conduct. The Principal/Superintendent shall make the final determination if a violation has occurred. If it is determined a violation has occurred, the student is suspended from participating in extra-curricular competitions for one full calendar year.
Injuries - Applies to Athletes Only
The athlete understands that all injuries must be reported immediately to ensure proper evaluation and medical treatment if required. If medical treatment was required following the injury, the injured athlete must be released to play by their medical provider. The school reserves the right to require additional medical evaluation prior to the athlete returning to participation.

Tobacco, Vaping Products, Alcohol & Other Drugs
The Milford Central School District Board of Education expressly prohibits the use, possession or distribution of tobacco*, vaping products, alcohol, illegal drugs, and non-prescribed prescription medications by all students while on school grounds. Students wishing to participate on an extra-curricular team must sign the MCS Extra-Curricular Team Agreement which extends this rule to apply to: the use, possession, distribution, OR being in the presence of others using these substances in any location on or off school grounds. Once signed, the agreement is in full force for the remainder of the school year.

If a student is suspected of violating this provision of the Code of Conduct, an investigation will be conducted by a school administrator. If the suspected violation is the use, possession, or distribution of alcohol or drugs, the student will be suspended from all extra-curricular team activities including practices and competitions until the investigation is concluded. Students found by the administrator to be in violation of this provision will be disciplined in accordance with the Code of Conduct.

Because participation on an extra-curricular team is an honor, students wishing to participate will be subject to the MCS Extra-Curricular Team Demerit System from grades 6-12. Demerits and additional penalties carry across seasons and school years. Students must complete counseling and community service requirements before returning to their teams.

### MCS Extra-Curricular Team Demerit System

<table>
<thead>
<tr>
<th></th>
<th>DEMERITS</th>
<th>MONTHS FOR DEMERITS TO EXPIRE</th>
<th>COMMUNITY SERVICE HOURS</th>
<th>COUNSELING REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN THE PRESENCE OF OTHERS USING THESE SUBSTANCES</strong></td>
<td>Tobacco or Vaping Products</td>
<td>1</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td><strong>USE OR POSSESSION</strong></td>
<td>Tobacco or Vaping Products</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>5</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td>10</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td><strong>DISTRIBUTION</strong></td>
<td>Tobacco or Vaping Products</td>
<td>6</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>10</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF DEMERITS</th>
<th>PENALITIES IN ADDITION TO SCHOOL’S CODE OF CONDUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 OR LESS</td>
<td>No additional penalties.</td>
</tr>
<tr>
<td>4 – 9</td>
<td>Suspension from all extra-curricular team activities until the start of the next quarterly marking period, but not less than 45 days.</td>
</tr>
<tr>
<td>10 – 15</td>
<td>Suspension from all extra-curricular team activities for 365 days.</td>
</tr>
<tr>
<td>&gt;15</td>
<td>Permanently banned from participating on all extracurricular teams.</td>
</tr>
</tbody>
</table>

Demerits can be worked off by performing additional community service. The student must submit a written request to the principal outlining the community service to be performed. The principal will approve the credits at a rate of one (1) credit for five (5) hours of community service completed.

*"Tobacco" is inclusive of all products that contain nicotine including e-cigarettes.*
XXV. Conduct on School Buses

The Board of Education believes it crucial for students to behave appropriately while riding on district buses, both to ensure their safety and that of other passengers, as well as to ensure the least possible distractions for the bus driver.

Excessive noise, pushing, shoving and fighting will not be tolerated. It is also important that those waiting for buses conduct themselves properly in respect to the rights and property of others. Parents are reminded that bus transportation for students is a privilege which may be suspended due to misbehavior.

Behavioral Expectations for Students on School Buses

1. Students must be ready when the bus arrives.
2. Students must conduct themselves in a manner that will not interfere with the safe operation of the bus, and subsequently, the safety and well-being of its passengers.
3. Students must obey the instructions of the bus driver at all times.
4. Students must pass always in front of the bus. Students will cross at least 6 feet in front of the bus in full view of the driver, when motioned by the driver.
5. Students will enter and leave a bus only when the bus is motionless.
6. Students will not extend part(s) of body out of school bus windows.
7. Students will ride the bus only for purposes of transportation to and from their homes or on authorized school trips.
8. Students will not eat on the bus.
9. Students will remain in their seats while the bus is in motion.
Extra-Curricular Team Participants

Students understand that participation on an extra-curricular team is a privilege, not a right. As a member of a team, participants make a commitment to contribute to the success of the program and to abide by all requirements of participation. The student understands that he/she must keep priorities in mind with family and schoolwork coming before the extra-curricular activity. At the same time, the student must commit himself/herself to the team and, once he/she has started, continue to support the team throughout the season. If an individual quits a team, he or she will not be able to rejoin that team during that season.

This provision shall apply to any student group that performs or competes including, but not limited to: all sports, Academic Challenge (Quiz Bowl), Odyssey of the Mind, Marching Band, Colorguard, the Musical, Jazz Band, Senior Play, and the 7/8 Play.

This provision explicitly does not apply to student groups that do not perform or compete including, but not limited to: Art Club, Spanish Club, CROP, Yearbook, Student Government, SADD, Safety Patrol, Honor Society, and the GSA.

MCS Pride

The student understands that they represent Milford Central School and must conduct themselves in a manner that brings pride and respect to their community. The student understands that they are required to treat his/her teammates, advisor/coach, opponents, officials and fans with respect at all times. Fighting or swearing at the advisor/coach, fan, player, or official during a competition will result in an immediate removal, at that time, from the remainder of the competition. A second violation will require a meeting with parents and administration and result in a minimum one-competition suspension. A third violation will result in permanent dismissal from the team. The student may request an administrative meeting to review any proposed suspension.

We must work together as a team without inner strife. If there are conflicts of any kind, the advisor/coach should be notified and the situation will be resolved at the discretion of the advisor/coach.

Damage to Equipment or Facilities

Any loss of or damage to equipment or facilities due to misuse or negligence will be paid for by that student. The student understands that he/she is responsible for all equipment issued to him/her and that he/she must return it at the end of the season or pay for its replacement. Theft of any type will result in immediate suspension from the team and the panel will determine the length of suspension.

Practices and Competitions

Each day is important and the student must be present to keep up with the skills and information so as to not hinder the team. The student understands that all practices and competitions are mandatory unless he/she has an appointment or family commitment. The student will inform the advisor/coach personally that he/she will be absent, prior to the practice unless unavoidable.

Unauthorized absences from practice will affect a student's participation in competitions. One unauthorized absence will result in the student not being able to participate in the next scheduled competition/performance that occurs within ten (10) days after the absence. Two unauthorized absences will result in the student not participating in the next two successive competitions/performances that occur within twenty (20) days after the absence. Missing three practices for unauthorized reasons will result in immediate suspension from the team. Failure to notify the advisor/coach of an authorized absence prior to a scheduled practice or competition/performance will result in discipline determined by the advisor/coach.

School Attendance

The student understands that he/she must follow all state, league, and school rules regarding eligibility and attendance. With the exception of extenuating circumstances, the student understands that he/she must be in school the whole day of the competition/performance and cannot be late or absent or he/she will not participate in the competition/performance. An absence on a no contest day will prohibit the student from practicing with the team. Repeated absences or tardiness on no contest days may result in disciplinary action by the advisor/coach. Legal absences are the exceptions.
Detention

A student who receives a detention will serve their detention as directed. The student is responsible for telling the advisor/coach personally that they received detention. Students receiving detention may still participate in practices and competitions/performances; however, an advisor/coach has the discretion to impart additional consequences for students who receive multiple detentions during the season.

Suspensions (In-School and Out-of-School)

Students serving suspensions are restricted from attending all events and practices on the day(s) covered by their suspension. A student whose suspension doesn't end until after the weekend will be restricted from attending all weekend events and practices. Should the student's suspension not result in missing a competition/performance, the student will be excluded from the first competition/performance that occurs within ten (10) calendar days from the start of their suspension.

Examples:

1. **Suspended Monday & Tuesday with no scheduled competitions/performances:** Student cannot attend practice either day. They will be excluded from the first competition/performance that occurs within 10 calendar days starting with Monday. If there are no scheduled competitions/performances within those 10 days, they have no further consequences.

2. **Suspended Friday & Monday with competitions/performances on the weekend:** Student cannot attend any events until the following Tuesday. As part of their days of suspension, the student has already been excluded from a competition/performance. They have no further consequences.

Students who receive three or more in- or out-of- school suspensions will no longer be eligible to participate on the team for that season.

Arrests

Any student arrested for illegal activity will be suspended from participation until the matter is resolved. If a student is convicted of a misdemeanor or felony, the student is suspended from participation in extra-curricular competitions for one full calendar year. In the event the arrest does not result in a misdemeanor or felony conviction, the student and their parent/guardians shall meet with the advisor/coach, the advisor/coach's immediate supervisor, and/or the Principal/Superintendent. The meeting shall be scheduled to facilitate the attendance of parents/guardians; their attendance is required. The suspension from participation shall continue until the meeting occurs. The Principal/Superintendent shall conduct the meeting and provide an opportunity for all parties to provide information regarding the alleged conduct. The Principal/Superintendent shall make the final determination if a violation has occurred. If it is determined a violation has occurred, the student is suspended from participating in extra-curricular competitions for one full calendar year.
Injuries - Applies to Athletes Only
The athlete understands that all injuries must be reported immediately to ensure proper evaluation and medical treatment if required. If medical treatment was required following the injury, the injured athlete must be released to play by their medical provider. The school reserves the right to require additional medical evaluation prior to the athlete returning to participation.

Tobacco, Vaping Products, Alcohol & Other Drugs
The Milford Central School District Board of Education expressly prohibits the use, possession or distribution of tobacco*, vaping products, alcohol, illegal drugs, and non-prescribed prescription medications by all students while on school grounds. Students wishing to participate on an extra-curricular team must sign the MCS Extra-Curricular Team Agreement which extends this rule to apply to: the use, possession, distribution, OR being in the presence of others using these substances in any location on or off school grounds. Once signed, the agreement is in full force for the remainder of the school year.

If a student is suspected of violating this provision of the Code of Conduct, an investigation will be conducted by a school administrator. If the suspected violation is the use, possession, or distribution of alcohol or drugs, the student will be suspended from all extra-curricular team activities including practices and competitions until the investigation is concluded. Students found by the administrator to be in violation of this provision will be disciplined in accordance with the Code of Conduct.

Because participation on an extra-curricular team is an honor, students wishing to participate will be subject to the MCS Extra-Curricular Team Demerit System from grades 6-12. Demerits and additional penalties carry across seasons and school years. Our goal is to support students in making better decisions, and for those who use, possess, or distribute any product, they will be required to participate in substance use education, support and guidance before returning to their teams.

<table>
<thead>
<tr>
<th>MCS Extra-Curricular Team Demerit System</th>
<th>DEMERITS</th>
<th>MONTHS FOR DEMERITS TO EXPIRE</th>
<th>SUBSTANCE USE EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN THE PRESENCE OF OTHERS USING THESE SUBSTANCES</strong></td>
<td>Tobacco or Vaping Products</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td><strong>USE OR POSSESSION</strong></td>
<td>Tobacco or Vaping Products</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td><strong>DISTRIBUTION OR SALE</strong></td>
<td>Tobacco or Vaping Products</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ALCOHOL</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>DRUGS</td>
<td>15</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF DEMERITS</th>
<th>PENALTIES IN ADDITION TO SCHOOL’S CODE OF CONDUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 OR LESS</td>
<td>No additional penalties.</td>
</tr>
<tr>
<td>4 – 9</td>
<td>Suspension from all extra-curricular team activities until the start of the next quarterly marking period, but not less than 45 days.</td>
</tr>
<tr>
<td>10 – 15</td>
<td>Suspension from all extra-curricular team activities for 365 days.</td>
</tr>
<tr>
<td>&gt;15</td>
<td>Permanently banned from participating on all extracurricular teams.</td>
</tr>
</tbody>
</table>

Demerits can be worked off by performing community service. The student must submit a written request to the principal outlining the community service to be performed. The principal will approve the credits at a rate of one (1) credit for five (5) hours of community service completed.

*"Tobacco" is inclusive of all products that contain nicotine including e-cigarettes.
Student

As a participant in an extra-curricular team I understand that my participation is a privilege and not a right. I have read and understand the extra-curricular team agreement and my responsibilities.

Date: ______________________ Signature: __________________________________________

Parent/Guardian

I have read and understand the extra-curricular team agreement and my child’s responsibilities.

Date: ______________________ Signature: __________________________________________
I give my permission to the advisor/coach of the extra-curricular team that my child is participating on to have my child taken to the nearest medical facility in case of an accident or injury during the course of a performance or practice.

I also give my permission to the Emergency Room Physician to begin treatment of my child when they arrive at the hospital.

I understand that every effort will be made to contact me if my child does become injured.

Student’s Name: __________________________________________________________

Home Phone Number: ______________________________________________________

Father's work number: _____________________________________________________

Father’s cell number: _______________________________________________________

Mother’s work number: _____________________________________________________

Mother’s Cell number: _____________________________________________________

Date: ___________                             Parent/Guardian Signature: ____________________________

Adopted: June 20, 2019
STUDENT GOVERNMENT

It is the belief of the Milford Central School Board of Education that students in keeping with their level of maturity, should be encouraged to take a role in the development of procedures and regulations that affect them. To this end, the Milford Central School Board of Education will establish a Student Government Association to provide the opportunity for students to participate in self-government.

The Milford Student Government Association will serve as a channel for the expression of student opinions, and participation in decision making concerning learning procedures, school classroom rules, and student activities.

Lines of communications will be established so that Board members and administrators can meet with Student Government leaders on a regular basis to discuss new or revised plans.

Adopted: October 28, 1992
STUDENT COMPLAINTS AND GRIEVANCES

Students should be made aware of the behavior that is expected as outlined in school district policy on school conduct and discipline. They should also be given an opportunity to be heard on complaints and grievances they may have. The Superintendent is directed to establish regulations setting forth clear lines of communication for presenting problems or appealing decisions which affect individual students, in accordance with applicable statutory requirements, and for the resolution of complaints or grievances which effect the student body.

Adopted: February 12, 1990
STUDENT COMPLAINTS AND GRIEVANCES (REGULATION)

Students should be cognizant of established procedures for redressing a problem or appealing decisions. Principals are responsible for seeing that such appeal procedures are incorporated into discipline codes, explained to all students, and provided to all parents on an annual basis. A copy of this regulation must be posted in every school.

To resolve individual complaints, students are to be granted a right of appeal in accordance with the chain of communication outlined below:

1. Informal conciliation by conferring with the appropriate teacher or school personnel to achieve prompt resolution. Appeal to the highest authority in the school, i.e., Building Principal who has the final determination on all such matters.

2. For resolution of matters where appeal procedures are prescribed by statute, i.e. student suspensions, the prescribed course of action will be followed.

On issues affecting the student body, students may address the student government or student council in order to resolve such matters. In such cases, and in accordance with the rules and procedures established by the student government, they may be afforded a conference with the Building Principal.

Adopted: February 12, 1990
Students are expected to assume responsibility for school property in their care, including textbooks and other curricular-related materials; school owned furniture, machinery, tools and equipment; and other personal property owned by the school district.

Students who damage property are responsible for paying for the damage.

Adopted: October 28, 1992
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 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, addresses, and telephone listings. 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 request not to disclose such information without written parental consent.

Notices will be provided through a mailing, student handbook and the 35 week report of the junior year, and any other method that is reasonably calculated to inform parents of the above information. These will be sufficient to satisfy the parental notification requirements of both FERPA and the NCLB. The notification shall advise the parent 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 opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to their child'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 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

First Reading; May 13, 2004
Adopted: May 27, 2004
DRUG AND ALCOHOL ABUSE

The Board of Education is committed to the prevention of alcohol, tobacco, and other substance abuse. This policy describes the philosophy of the district and the program elements the district will use to promote healthy lifestyles for its students and staff and to inhibit the use and abuse of alcohol, tobacco, and other substances.

It is the belief of the Board of Education that the best intervention to drug and alcohol abuse are pro-active prevention programs that (1) impact the psycho social causes of substance abuse and (2) provide activities, training, and active participation for acquisition of skills and knowledge for all persons to successfully manage potentially difficult life situations.

To this end the following are areas that the Board will ensure have appropriate programs and strategies for implementation.

1. Social/emotional Counseling (i.e. individual, group and family)
2. Peer leadership programs
3. At risk Identification and Referral Training
4. Self Esteem (workshops, classroom techniques, etc.)
5. Liaison with local prevention agencies
6. Training and in-service in State of the Art prevention programs that work.

No person may use, possess, sell or distribute alcohol or other substances, nor may any person use or possess drug paraphernalia on school grounds or at school sponsored events, except drugs as prescribed by a physician. The term "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-a-likes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over the counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school sponsored events; any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol and other substances, or any person who school personnel have reasonable grounds to suspect has used alcohol and other substances.

In order to educate students on the dangers associated with substance abuse, the health education curriculum shall include instruction concerning drug abuse for grades K-12.

Any staff member observing narcotics possession or usage by students shall report the incident immediately to the Superintendent of Schools or his or her designee. The Superintendent or his
or her designee shall then seek immediate action. Any narcotics found shall be confiscated immediately followed by notification of the parent(s) or guardian(s) of the student(s) involved and the appropriate disciplinary action taken. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or Federal Law Enforcement agencies.

The district will use the following principles as guides for the development of its substance use and abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

Alcohol, tobacco, and other substance use and abuse is preventable and treatable.

- Alcohol and other substance use and abuse inhibits the district from carrying out its central mission of educating students.

The behavior of the Board, the administration, and all school staff should model the behavior asked of students.

- While the district can and must assume a leadership role in alcohol, tobacco, and other substance use and abuse prevention this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

Adopted: September 12, 1990
DRUG AND ALCOHOL ABUSE (Regulations)

PRIMARY PREVENTION
The intent of primary prevention programming is to present or delay the onset of alcohol, tobacco, and other substance use by students. The components of this programming shall include:

5. A sequential K-12 prevention curriculum that provides for:
   1. Accurate and age-appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, and social consequences for their use and abuse.
   2. Information about the relationship of alcohol and other substance use and abuse to other health compromising behaviors such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.
   3. Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy lifestyles.
   4. Helping students identify personal risk factors for alcohol and other substance use and abuse and the steps needed for risk reduction.
   5. Helping students develop a positive self-concept.
   6. Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.

2. Training school staff, parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home, school and community.

3. Community education about the issues of alcohol, tobacco, and other substance use and abuse as a basis for providing a consistent message to district youth.

4. Positive alternatives to alcohol and other substance use and abuse, such as peer leadership programs, service projects, and recreational and extra-curricular activities will be planned collaboratively by students, school staff, parents, community members and agencies.

INTERVENTION:
The intent of intervention programming is to eliminate any existing use and abuse of alcohol and other substances, and to identify and provide supportive services to Kindergarten through 12th grade students at high risk for such use and abuse. The components of such programming shall include:

1. Providing alcohol and other substance use and abuse assessment and counseling services for students.
2. Developing a referral process between district schools and community providers.
3. Identifying and referring students to appropriate agencies when their use and abuse of alcohol and/or other substance requires counseling and/or treatment.
4. Providing services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.
5. Providing individual, group, and family counseling targeted at students at high risk for alcohol and/or other substance use and abuse.
6. Educating parents on when and how to access the district's intervention services.
7. Ensuring confidentiality as required by Federal and State law.
DISCIPLINARY MEASURES:
Disciplinary measures for students found to have used or to be using, in possession of, or distributing alcohol and/or other substances and for students possessing drug paraphernalia are outlined in the district policy on. Student Rights and Responsibilities. Similar disciplinary measures for district staff are addressed in Education Law Sections 1711(5), 2508(5), 3020-a and 913.

Students who are disciplined for any of these infractions will be referred to the intervention services established by Board Policy.

STAFF DEVELOPMENT:
The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing and modeling the district's policy and regulation on student drug and alcohol abuse, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an ongoing process including the following:

1. For all staff: (a) an understanding of why individuals use and abuse alcohol and other substances, (b) their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using and abusing alcohol and other substances, and how to refer these students to the appropriate services established by this policy, (c) awareness of personal risk factors for alcohol and other substance use and abuse so that they may identify personal use and abuse problems and seek assistance, and (d) awareness of the special needs of students returning from treatment.

2. Additionally for teachers: the knowledge and skills necessary to implement the district's K-12 alcohol and other substance prevention curricula.

3. For intervention staff: appropriate staff training for those identified to carry out the intervention function to assure that their assessment, individual, group, and family counseling and referral skills support the needs of high risk, using and abusing youth.

IMPLEMENTATION, DISSEMINATION & MONITORING:
The Board charges the Superintendent of Schools to collaborate with district staff, parents, students, community members, organizations, and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement Board policy.
Upon adoption, copies of Board policy and this regulation will be distributed to and reviewed with all district staff, students and parents annually and will be disseminated to the community through its organizations.

The Superintendent is responsible for providing the Board with an annual review of this policy and regulation, the programs and strategies implementing it, and his or her recommendations for revisions.

Adopted: September 12, 1990
FIREARMS IN SCHOOL

No student or adult shall bring a firearm on any portion of the premises of a school owned or controlled by this school district. A firearm is defined, consistent with §921 of Title 18 of the United States Code, as 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. Antique firearms may be used for instructional purposes, with administration permission.

In accordance with the Gun-Free Schools Act of 1994, any student who, after a hearing held pursuant to Education Law §3214, is found guilty of bringing a firearm onto the premises of any school owned or controlled by this school district will be subject to a penalty of at least a one year suspension from school. However, in determining an appropriate penalty, the superintendent of schools may modify the suspension requirement on a case-by-case basis, considering, among other things, the totality of circumstances surrounding the offense and the student's previous record. Any student found guilty of bringing a firearm onto the premises of the school is required to undergo a psychiatric examination before being reinstated as a student.

Suspended students within the age of compulsory attendance as defined by Education Law §3205 will be immediately provided appropriate alternative instruction outside of the school from which the student has been suspended for the duration of the suspension. In the case of a student who is classified as disabled under the Individuals with Disabilities Act and Part 200 of the Commissioner's Regulations, or as handicapped within the meaning of Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations, the District shall follow the appropriate procedures in imposing any discipline under this policy.

Nothing in this policy shall prevent the district from utilizing temporary short-term measures such as suspensions of less than five days or in-school suspensions in dealing with students' disciplinary problems. In addition, nothing in this policy shall limit the authority of the District to offer courses in the safe use of firearms under Educational Law Section 809-a.

Legal Ref: Pro-Children Act of 1994

First Reading: October 26, 1994
Adopted: November 30, 1994
ACADEMIC DETENTION

1. A.D. shall be mandatory for grades 5-10. Optional for grades 11-12.

2. Teachers will assign A.D. If work continues not to be done, teachers will:
   a. Either call home or send a note immediately.
   b. Students in grades 5-10 who continually ignore A.D. after parents have been notified will be referred to the principal.

3. There will be no negotiating of A.D. dates.

Students are assigned homework for the purpose of increasing their knowledge or skills. Students will be expected to complete all homework on time. Students who do not submit homework on time remain obligated to complete the homework.

Students who fail to hand in homework will be assigned to academic detention class. Handing in the missing assignment before 3:00 p.m. releases the student from the scheduled detention. Teachers may keep students themselves at their discretion.

Approved: October 28, 1992
Amended: January 28, 1998
Amended: August 10, 2005
CORPORAL PUNISHMENT COMPLAINTS

No teacher, administrator, officer or other employee of the district shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.

In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:

a. To protect oneself from physical injury.
b. To protect another pupil or teacher or any other person from physical injury.
c. To protect the property of the school or others.
d. To restrain or remove a pupil whose behavior is interfering with the ordinary exercise and performance of school district functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.

No teacher or other employee is permitted to inflict an assault on any child or any other person.

Notwithstanding the prohibition on corporal punishment in the event that corporal punishment is used the following reporting procedure will be observed:

1. The teacher who has administered corporal punishment must notify the Superintendent immediately.
2. The report shall relate all applicable details of the incident, including what action was taken, why the action was taken and what measures, if any, have been taken to prevent the need for such action.
3. The report will be kept on file and made available to the parent upon request.
4. The parent will be afforded the opportunity to request a conference with the student, teacher, and administrator(s) involved in the incident to discuss the situation.

The Superintendent shall submit to the Commissioner of Education a written report on corporal punishment complaints. The report shall set forth the substance of each complaint, the results of investigations of those complaints and the resulting action taken. Such reports shall be submitted on or before January 15 and July 15 of each year.

Adopted: March 12, 1990
REPORTING PHYSICAL INCIDENTS (REGULATIONS)

1. Complete report form

2. Submit report to the Superintendent

3. Within 5 school days the Superintendent will schedule a meeting of staff member, parents of student, student, guidance counselor and any witness.

4. Within three school days, the Superintendent will submit a report to the Board of Education.

5. Within five school days or not later than eight school days, the Board of Education will render a decision based on the report submitted by the Superintendent.

6. Within two school days, the staff member will be notified of the Board of Education's decision. Parents will also be informed.

Adopted: November 11, 1985
PHYSICAL INCIDENT
Report Form

Name of Student: ____________________________

Date of Incident: ____________________________

Teacher or Staff member involved: ____________________________

Witnesses:

a. Students: ____________________________

__________________________

__________________________

b. Adults: ____________________________

__________________________

Location of incident: ____________________________

Description of Incident (what happened) ____________________________

__________________________

__________________________

Incident was reported to:

_____ Superintendent ____________________________ Other

_____ Principal

Did student see nurse Doctor . Name: ____________________________

Signature of person making report: ____________________________

Date of report: ____________________________

Adopted: November 11, 1985
SAFETY POLICY - EMPLOYEES HOLDING CONDITIONAL OR EMERGENCY CONDITIONAL APPOINTMENTS

The Milford Central School District understands that the safety of our children is our foremost priority. Therefore to ensure the protection of our students, any employee hired under a conditional or emergency conditional appointment pending employment clearance from the State Education Department, will be monitored daily by either the Building Principal, the Superintendent of Schools, or an appropriate Department Chairperson. The immediate supervisor or building principal shall, upon the commencement of the staff member's employment, meet with the staff member to review safety considerations and expectations for any contact such staff will have with students. The Superintendent or designee shall promptly notify the immediate supervisor or building principal of any changes in the employee's appointment status, including receipt of clearance for employment.

Legal Reference:

First Reading: August 24, 2001
Adopted: September 3, 2001
STUDENT HEALTH SERVICES

The Board of Education recognizes that good student health is vital to successful learning and realizes its responsibility, along with that of parents, to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing and scoliosis screening. Problems shall be referred to the parents who shall be encouraged to have their family physician provide appropriate care.

Schools shall also provide emergency care for students in accidental or unexpected medical situations.

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the health office coordinator.

COMMUNICABLE DISEASES

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods indicated on a chart developed by the health office coordinator.

It is the responsibility of the Superintendent of Schools, working through district health personnel, to enforce this policy and to contact the New York State Department of Health and the County Board of Health immediately upon notification of an outbreak, even if one student, of a communicable disease.

ADMINISTERING MEDICATION TO STUDENTS

Neither the Board nor district staff members shall be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours shall be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g., Section 504 of the Rehabilitation Act of 1973). "Medication" will include all medicines prescribed by a physician.

Before any medication may be administered to any student during school hours, the Board requires:

1. the written request of the parent, which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication; and

2. the written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.

Both documents shall be kept on file in the office of the health office coordinator.

First Reading: October 26, 1994
Approved: November 30, 1994
STUDENT HEALTH SERVICES REGULATION

A. IMMUNIZATION
Each student must present a record of immunization upon registration signed by a doctor or certified by a clinic. Students will not be allowed to attend classes without proper immunization. Minimum immunization requirements are: three diphtheria injections, three doses of oral polio vaccine, one rubella, two measles, and one mumps injection. A physician's statement that the child has had the disease(s) may be substituted for the measles or mumps injections.

Students with legitimate religious or health reasons with the proper documentation to certify the condition may be excluded from the requirements.

B. ADMINISTERING MEDICINES TO STUDENTS IN SCHOOL
The administration of prescribed medication to a student during school hours is permitted only when the medication is necessary to allow the student to attend school or failure to administer the medication would seriously affect the student's health.

Parents must present the following information:

1. a note from the family doctor containing the following information: student's name, the date and name of the medicine, dosage and time to be administered, and list of possible side effects.

2. file a medication request form with the Health Office Coordinator, principal, or other school staff which gives permission to administer the medication and relieving the district and its employees from liability for taking such action.

The health office coordinator shall develop procedures for the administration of medication, which require that:

1. all medications will be administered by the health office coordinator, the Superintendent or his/her designee;
2. medications shall be securely stored in the office and kept in their original labeled container, which specifies the type of medication, the amount to be given and the times of administration;
3. the health office coordinator shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration; and
4. all medications shall be brought to school by an adult and shall be picked up by an adult at the end of the school year or the end of the period of medication, whichever is earlier. If not picked up within five days of the period of medication, the medication shall be discarded.

An adult must bring the medication to school in the original container. The administering staff member should clearly label the medication with the time to be given and dosage.
C. STUDENT MEDICAL EXAMS
   In accordance with Section 903 of the State Education Law, each
   student shall have a physical exam given by the school doctor or
   family physician upon entrance to school at grades 1, 3, 7 and 10.
   Findings are to be kept on record at the school on forms that can
   be obtained from the health office coordinator.

D. ILLNESS IN SCHOOL If a student becomes
   ill in school:

1. The health office coordinator will determine if the student
   should remain in the dispensary or return to class.
2. The health office coordinator will call the parent,
   guardian or substitute parent if he/she feels the student should
   go home. In general, a parent or guardian will pick up the student
   from school.
3. The health office coordinator will contact the
   transportation supervisor if he/she feels the child should be
   transported by bus to the home.
4. If there is to be a change in bus routing in order to carry the
   student to his/her home, that decision will be make by the
   administrator and the transportation supervisor.
5. If the route is to be changed, the transportation
   supervisor shall inform the bus driver.
6. If no parent, guardian or substitute parent picks up the
   student at school, or if no parent/guardian or substitute parent
   will be home, the student will remain in the health office until
   such time as a parent, guardian or substitute parent becomes
   available to assume responsibility for the child.

First reading: October 26, 1994
Adopted: November 30, 1994
STUDENT HEALTH SERVICES (Regulation)

I. GENERAL

A. Introduction

A child's health can contribute to or inhibit ability to function satisfactorily in school. It is important for school authorities to have current and complete information about each child's health and any specific conditions which may obstruct or interfere with the learning process and about methods by which health can be maintained or improved.

Ideally, the child's primary health care provider should perform the health appraisal, including the physical examination component. Knowledge of the child's family and home, previous illnesses, immunization status, and other background factors assist in evaluating the total health status of the child. The primary health care provider is also in a position to institute, without delay, any necessary therapeutic measures.

School authorities should encourage parents to have their children examined regularly and request reports of the findings and recommendations. Because this is not always possible, school health services must be prepared to provide at least those physical examinations required by Education Law and Regulations of the Commissioner of Education.

B. Purpose of the health appraisal

The health appraisal serves multiple purposes, whether provided by the child's health care provider or through the school health service program. Among the purposes served are to:
1. Make an appropriate appraisal of the child, current health status.
2. Provide information of value to the child, the parents, and school personnel which will:
   a. Determine the child's fitness to participate in the school program
   b. Indicate the need for and the extent to which the school program or selected aspects of the program should be modified to benefit the child.
3. Discover any health problems which require further investigation and treatment, if such is indicated.
4. Provide an opportunity to counsel the child and the parents concerning:
   a. Any health problems or conditions detected
   b. Securing appropriate medical supervision
5. Provide a valuable and positive health experience for the child.
C. Components of the health appraisal

The school health appraisal includes the following components:
1. Health history - 80 percent or more of significant health problems are gleaned from a health history. The type of history is dependent on the reason why a physical examination is being performed, as well as previous histories available in the cumulative health record (CHR).
   a. **School entrance health history** - is a comprehensive health history for new entrants which should include but is not limited to:
      1. Past history
         (a) Prenatal history
         (b) Perinatal history
         (c) Neonatal history
         (d) Developmental history
         (e) Immunizations
         (f) Childhood illnesses
         (g) Significant accident or injuries
         (h) Previous hospitalization
         (i) Allergies
         (j) Medications used
         (k) Surgery
         (l) Chronic illness
      2. Current status
         (a) Dental
         (b) Family medical problems
         (c) Child's health problems/allergies
         (d) Behavior
         (e) Psychosocial factors
         (f) Review of systems
   b. Interval health history - updates the health and medical history since the last history/physical examination was done. It is accomplished by questionnaire, interview, or both. There are various types of interval histories and history questionnaires, e.g., interval health history for sports participation.
   c. Comprehensive medical, developmental, and psychosocial history - is an in-depth history including both of the above, as well as additional areas of concern. The history is taken when a child is referred to the Committee on Special Education or is having school/academic or recurrent behavior problems.
   d. Episodic History - is a brief, concise data base of information concerning an acute/current illness, injury, or emerging signs and symptoms of a health problem. After gathering the information, the situation usually requires a partial physical examination and plan for treatment/management immediately or in the near future.
The appropriate health history questionnaire should be completed prior to the physical examination. The completed form should then be made available to the examiner for review at the time of the examination, and become part of the child's cumulative health record (Commissioner's Regulations, Part 136.3).

2. Screening procedures - are supplemental evaluations of:
   a. Vision
   b. Hearing
   c. Scoliosis
   d. Blood pressure
   e. Height and weight
   f. Any other screenings locally determined
   These are conducted by school nursing personnel and the results recorded on the child's CHR prior to the physical examination.
   All significant findings are to be reported to the parent in writing to facilitate further evaluation, diagnosis, and treatment, if indicated. Reports of such follow-up evaluations should be returned to school nursing personnel and recorded on the CHR.

3. Observations of behavior and performance
   Parents and all school staff observe students in varying settings. Observations (both formal and informal) of behaviors indicative of
   a. altered interpersonal relationships
   b. underlying health problems
   c. impairment of school function
   d. acute illness
   e. atypical characteristics
   should be shared with school nursing personnel and other school authorities as appropriate or required. Significant information should be documented for future reference.

4. Physical examination
   a. The school physical examination must be provided by:
      1. Physician duly licensed to practice medicine in New York State; or
      2. Nurse practitioner certified in New York State or by a registered physician assistant employed by the designated school physician.
   b. The child must be separately and carefully examined, with due regard for privacy and comfort (Education Law, Section 904).
   Even the smallest health office, movable screens
may be used for an examination area. The room, temperature, and lighting should be adjusted for the comfort of both examiner and examinee. Health services personnel should use effective teaching and counseling skills to prepare students for the examination and to help them view it as a valued opportunity to learn more about their health.

The physical examination should be thorough, sufficiently personalized to provide a desirable educational experience, and planned to allow time for direct health counseling between the examiner and the student (and, if present, between the examiner and the parents).

c. Physical examination procedure

1. Before beginning the examination, the examiner should review the CHR, noting:
   (a) Health history (comprehensive and/or interval)
   (b) Defects found and notes made at time of previous examinations.
   (c) Records of height and weight (growth chart)
   (d) Results of vision and hearing screenings
   (e) Results of scoliosis screenings
   (f) Medical and dental reports
   (g) Other pertinent health information

Students should remove all clothing except undergarments. This can be accomplished in stages for young or apprehensive students. Disposable drapes should be provided as needed.

2. The physical examination should include assessment of the following:
   (a) General appearance - body habitus - development proportion; physical distress level, alertness, attention span; gait, posture; general nutrition; muscle tone, coordination, voluntary movements, mobility; speech and behavior patterns.
   (b) Hair and scalp - texture, quantity, distribution, pattern of loss, nits, lesions
   (c) Skin-color, temperature, texture, pigmentation, thickness, hygiene, eruptions, lesions, scars, nails
   (d) Lymph glands - size, shape, mobility, consistency, tenderness
   (e) Head-size, configuration, symmetry
   (f) Eyes-external structures, alignment, extraocular movements; pupils; conjunctiva, sclera, cornea
   (g) Ears-external structures, ear canal, tympanic membrane
   (h) Nose-septum, mucosa, turbinate, shape, discharge
(i) Mouth-lips; oral cavity - mucosa, teeth, tongue, frenulum, gingiva, tonsils, palate, pharynx
(j) Neck-thyroid, trachea, range of motion
(k) Cardiovascular- heart pulsations for rate, rhythm quality of heart sounds; extra/abnormal sounds (i.e., murmurs, gallops)
(l) Chest-size, shape symmetry of thorax; breasts
(m) Lungs-rhythm and quality of respirations; breath sounds
(n) Abdomen-organomegaly, masses, tenderness
(o) Genitalia
Male: penis, scrotum, testes, developmental stage (Tanner Scale), presence or absence of hernia
Female: developmental stage (Tanner Scale), pubic hair
(p) Musculoskeletal-muscle mass, tone and strength, general body size and symmetry; spine, posture; station and gait; extremities, joints; range of motion
(q) Neurologic - mental status, speech/language, balance/coordination, motor, sensory, reflexes as needed

D. Health instruction and counseling
Pupil health examinations offer ideal opportunities to help students learn about their personal health status, specific health problems, and the course of action needed for a solution. The examiner or school nursing personnel can use these occasions to inform each child about his/her health assets and compliment the child on the best health behaviors demonstrated. Personal health problems, whether minor or major, are of deep concern to the individual. On-site health instruction or personalized health counseling, directly related to the identified problem, concern, or symptom is most effective. Students and parents can be helped to identify: specific steps which must be taken to correct a problem, sources for further care, ways in which the child's educational program may need to be modified, and the reasons for these actions. Reinforcement of positive health behaviors also may increase the individual's self-esteem and the value she or he places on wellness.

E. Referral, follow-through, and recording
Following the examination, parents should receive a written notification of all health problems or conditions found by the examiner, particularly those which require further investigation by the child's primary health care provider. A member of the school nursing personnel should provide an opportunity for the child and the parents to discuss the significance of the findings and to express any concerns they may have about these findings and the impact any of the conditions
detected may have on the child and his/her educational program. At the time of the conference parents and/or students should be given a referral form (see sample forms) and should be requested to return, or have their health care provider return, the completed form to the appropriate school health office. Those who do not have a health care provider may need help in locating an appropriate, available community resource for the necessary follow-up investigation.

A member of the school nursing personnel should be designated to monitor the referral and the recommended action plan to assure that the child receives the care recommended and that the school receives information from the health care provider in a timely manner.

Information received from the child's health care provider should be reviewed by a member of the school nursing personnel and/or the examiner. Where indicated, and as appropriate, the information received should be shared with the school administrator, pupil personnel services staff member(s), and classroom teachers. Any necessary program adjustments should be made and all pertinent data should be recorded on the child's CHR. If a return visit or additional school monitoring is requested, a "tickler file" should be developed to assure that school nursing personnel will remind the parent and the child of the need for the repeat examination or will carry out the monitoring procedures as scheduled.

If the examination has been requested by, or if the child will be referred to, the district's Committee on Special Education (CSE), a summary of all pertinent information about the child's health status and specific, significant health problems should be provided to the Committee to help it in its deliberations and decision-making process.

F. Confidentiality of information

Referral and follow-through procedures, record-keeping, and sharing information with the CSE, pupil personnel services, administrators, classroom teachers, and others involve, to a greater or lesser degree, issues of confidentiality. The "need to know" must be balanced against the individual's right to privacy. School health records are among the school records legally listed as confidential. Health record information may be shared with personnel of cooperating agencies only when the written consent of the child's parent or guardian is given.

REF: Commissioner's Regulations, Parts 136.3(9)(2), 136.3(a)(13) & (14), 136.3(a)(3),(4),(5) & (10)
Education Law Sections 903, 904
EMPLOYMENT OF MINORS
(Work Permits and Certificates)

I. Introduction:
School districts in New York State are responsible for issuing employment certificates to qualified applicants. School superintendents have the authority to designate principals or other school officials to act as certificating officials.

Legislative background:
Education Law, Section 3215-a requires schools to issue employment certificates. Labor Law contains provisions relating to minimum age for employment, prohibited employment, hazardous occupations, hours of work, minimum wages, payment of wages, unemployment insurance, apprenticeship, and occupational safety and health standards in areas not covered by Federal standards.

Procedures:
1. Requirement of applicants
   a. Evidence of age - Applicant must be between 12 and 18 years of age which is verified by:
      1. Birth certificate
      2. Baptism record giving date of birth
      3. Passport
      4. School records in existence for two years or more
   b. Parental signature
      1. Parent/guardian must sign all applications for employment (minor is responsible for securing the signature).
      2. If applying for full-time work for the first time, the parent must appear personally at the school to sign unless the minor is a high school graduate.
   c. Certificate of physical fitness
      1. Physical examination must have been performed within 12 months prior to the issuance of certificate.
      2. The school mandated grade level examination, interscholastic sports examination, or any other complete physical examination is acceptable.
      3. The school district must provide the physical examination if the applicant so requests.
      4. The Certificate of Physical Fitness must be presented to the certificating official.
      Exception: A physical fitness certificate is not required for issuance of a newspaper carrier permit if the applicant is qualified to participate in the school's physical education program. If the applicant is not qualified to so participate, a physician's permission is required.

(continued)
d. Pledge of employment:
Must be completed on Employment Certificate only:
- for a minor with a medical limitation (physical defect)

e. School record
Must be completed only on:
- Child Model Permit

f. Social Security number
It is not required for the issuance of the certificate but minors are encouraged to obtain one.

2. Applications:
Once the application for either the Employment Certificate or the Employment Permit is completed, the employment form can be issued.

NOTE: All applications and Physical Fitness Certificates are to be kept on file for reference.

3. Permitted working hours for minors under 18 years of age. The following chart is a summary of the permitted working hours provisions of the New York State Labor Law relating to minors under 18 years of age.

<table>
<thead>
<tr>
<th>AGE OF MINOR</th>
<th>INDUSTRY OR OCCUPATION</th>
<th>MAXIMUM DAILY HOURS</th>
<th>MAXIMUM WEEKLY HOURS</th>
<th>MAXIMUM DAYS PER WEEK</th>
<th>PERMITTED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINORS ATTENDING SCHOOL When School is in session 14 and 16</td>
<td>All occupations *except farm work, newspaper carrier and street trades.</td>
<td>3 hours on school days</td>
<td>18 hours on school days</td>
<td>6 days *</td>
<td>1 AM to 7 PM</td>
</tr>
<tr>
<td>MINORS ATTENDING SCHOOL When School is in session 16 and 17</td>
<td>All occupations *except farm work, newspaper carrier and street trades.</td>
<td>2 hours on days preceding school days</td>
<td>26 hours on days preceding school days</td>
<td>6 days *</td>
<td>8 AM to 10 PM</td>
</tr>
<tr>
<td>MINORS ATTENDING SCHOOL When School is in session 14 and 16</td>
<td>All occupations *excluding farm work, newspaper carrier and street trades.</td>
<td>11 hours</td>
<td>43 hours</td>
<td>6 days *</td>
<td>6 AM to Mid. Night</td>
</tr>
<tr>
<td>MINORS NOT ATTENDING SCHOOL 11 and 17</td>
<td>All occupations except farm work, newspaper carrier and street trades.</td>
<td>8 hours</td>
<td>60 hours</td>
<td>6 days</td>
<td>6 AM to Mid-Night</td>
</tr>
<tr>
<td>FARM WORK 12 and 13</td>
<td>Hand harvest of berries, fruits, sod, vagabonds</td>
<td>1 hour</td>
<td>4 hours</td>
<td>1 day</td>
<td>1 AM to 7 PM</td>
</tr>
<tr>
<td>FARM WORK 14 and older</td>
<td>Any farm work</td>
<td>1 hour</td>
<td>4 hours</td>
<td>1 day</td>
<td>1 AM to 7 PM</td>
</tr>
<tr>
<td>NEWSPAPER CANKERS</td>
<td>Door to door sales of newspapers, door to door sales of periodicals</td>
<td>1 hour</td>
<td>4 hours</td>
<td>1 day</td>
<td>1 AM to 7 PM</td>
</tr>
<tr>
<td>STREET TRADES</td>
<td>Self employed work in public places selling newspapers or work i.e. Bootblack</td>
<td>8 hours on school days</td>
<td>6 hours on other days</td>
<td>6 hours</td>
<td>6 AM to 7 PM</td>
</tr>
</tbody>
</table>

*Students 14 and 15 enrolled in an approved work-study program may work 3 hours on a school day, 24 hours on any one week when school is in session.
AM to 10PM or until 1/2 hour before midnight, as directed by the employer, with written parental consent on day preceding school day and until midnight on day preceding a non-school day with written parental consent.
This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

Ref: Education Law, Section 3215-a
September 1992
INTERSCHOLASTIC ATHLETIC HEALTH APPRAISALS

A. PURPOSE
Health appraisals of students before participation in interscholastic athletics are performed for two reasons.
1. To provide for the health and well-being of the athlete. Knowledge of the athlete's physical status, functional ability, growth, and maturation is necessary to make a medical decision as to the level of participation in athletics.
2. To identify significant health problems which may preclude safe and effective athletic participation.

B. LEGISLATIVE BACKGROUND
Regulations of the Commissioner of Education, Part 135.4(7)(h) require boards of education to provide adequate health examinations before participation in strenuous activity and periodically throughout the season as necessary and to permit no pupil to participate in such activity without the approval of the medical officer. In addition, Part 136.3(14) of the Regulations governing health services requires the same standard.

C. PROCEDURES
Any NYS duly licensed physician may determine the physical capability of a student to participate in a sport.
1. It is recommended, but not required, that the examination be performed by the school physician or nurse practitioner employed by the district. If the physical examination is performed by a community health care provider, the school physician must still authorize the student to participate in a sport.
2. It is recommended that the school physician consult with private physicians in all cases in question.
3. The final decision reached by the school physician must be based on two factors.
   a. Safeguarding the health of the individual student
   b. Assurance that the school is not exposing the student to undue risk.
4. The examination and approval of the school physician shall indicate the category of activities in which the student may participate.
5. Medical examinations may be scheduled at any time during the school year. The results of the examination shall be valid for qualifying a student's participation for a period of 12 continuous months.
6. Prior to each sports season, school nursing personnel must review the student's attendance records and either interview the student to update the health history or have the parent complete an interval health history in order for the 12 month physical examination to be valid.
   - All students shall have a health history interview prior to the start of tryout practice sessions and at the beginning of each season unless the student receives a full medical examination within the immediately preceding 30 calendar days.

(continued)
7. Any student whose safe participation is in question as a result of the health history interview, an injury, or a prolonged absence must be requalified by the school physician prior to participation.
   - The extent of injury and the nature of the illness will determine the need for requalification. This determination will be assessed on an individual basis in conjunction with school health personnel and the private health care provider, if appropriate. However, the final decision must be made by the school physician.

8. The students' cumulative health record should be available to the examiner at the time of the physical examination.

D. HEALTH APPRAISAL RECOMMENDATIONS
   An athletic health appraisal should include but not be limited to:
   1. An appropriate individual health history
      a. Athletic health history - for the student wishing to participate for the first time in the school's interscholastic athletic program (See Sample.)
      b. Interval health history - for the student wishing to participate in athletics who has been previously examined at school (See Sample: Interval Health History for Sports Participation 5420 - E.5)
      
      NOTE: Special attention to previous injuries, chronic diseases, and any other condition/disability that would be aggravated by sports participation (e.g., knee sprain, asthma, heart murmur) should be included in the history.
   2. Screening procedures
      a. All procedures as noted under Pupil Health Appraisal
      b. Urinalysis - albumin, glucose at the discretion of the school physician.
   3. Comprehensive physical examination as described in Pupil Health Appraisal with special attention to those conditions cited in AAP recommendations for participation in competitive sports.

E. DISQUALIFICATION
   After careful medical examination, an athlete may be disqualified by the school physician based on physical impairment. However, Education Law, Section 3208-a, provides a due process procedure to students or their parents to petition the courts for relief from a school district's exclusion of the child from participation in an athletic program. This includes participation in intramural activities, interschool activities, extramural activities, and organized practice. In the event of such disqualification, school authorities should advise the parents and the student of the availability of this process. The court may then grant such a petition if it is satisfied that it is in the best interest of the student to participate in an athletic program and that it is reasonably safe to do so.

Ref: Commissioners Regs, Part 135.4(7)(h), 136.3(14).
September 30, 1992
I. PURPOSE OF SCHOOL HEARING SCREENING PROGRAM

The purpose of hearing screening is to identify students with hearing losses which may affect their intellectual, emotional, social, speech, and/or language development. The key to successful remediation is early identification and intervention, which may prevent educational handicaps and permanent hearing losses. Even mild hearing losses may be educationally and medically significant. Hearing screening programs should be an integral part of the total school health program. The major objectives of a school hearing screening program are to:

- Promote an optimal level of hearing for all students.
- Prevent the development of hearing problems that may affect the students' health and potential for learning.
- Identify students with hearing problems.
- Notify parent or guardian of a child's hearing screening failure and the need for further examination by a physician or audiologist.
- Establish follow-up procedures to insure that each identified student will receive appropriate care.
- Inform teachers of students with hearing problems and provide recommendations from hearing specialists regarding the classroom environment.
- Provide educational accommodations for students with hearing impairment.

II. LEGISLATIVE BACKGROUND

New York State Education Law, Section 905, requires that each student receive a hearing screening test at least once each school year in grades K-7, in grade 10, and at any time deemed necessary by school authorities. The purpose of the requirement is to detect the presence of hearing problems likely to impede learning. Children thought to be disabled due to a hearing impairment must be referred to the Committee on Special Education for evaluation in order to determine whether placement in special education programs and/or provision of special education services is necessary. (Ed Law, Sections 4401 & 4402)

(continued)
III. ESTABLISHING PRIORITIES

A. Hearing screening must be administered at least annually to students in grades K-7 and grade 10, and to all new entrants.

B. Hearing screening may be done at any time deemed necessary by school authorities. Such occasions might involve:
   1. Students in special education programs
   2. Students suspected by teachers, parents, physicians, etc. of having a hearing loss.
   3. Students at risk for hearing loss, such as:
      a. Students with medical conditions which may affect hearing, including abnormalities of the ears, nose, or throat; malformed or low-set pinnae, cleft lip or palate (including submucous cleft), recurrent otitis media, or recurrent serious otitis media.
      b. Students taking medication known to be ototoxic
      c. Students having a known familial history of hearing loss.
      d. Students with genetic abnormalities known to affect hearing.
      e. Students attending public school vocational-technical training programs where they might be subjected to damaging noise levels, such as in engine repair shop, printing, carpentry, etc. This would also include students exposed on a regular basis to excessive noise levels such as power equipment, motorcycles, snowmobiles, guns, band participation, and other noise pollutants.
      f. Students who regularly participate in swimming and/or diving teams, or who use aqua-lung or scuba gear.

IV. FOLLOW-THROUGH

A. Parent notification
   When a student has failed hearing screening, necessitating a medical referral, parents should be notified via conference or telephone communication and/or written form, i.e., Hearing Referral Notice. The parent should be advised:
   1. Of the results of the screening
   2. That the child should be seen by their primary care provider and may need to be seen by a licensed audiologist and/or otolaryngologist. If this latter evaluation is necessary it may be done at no charge to the family through the regional State Health Department approved hearing and speech centers. Further, many school districts or Boards of Cooperative Educational Services provide audiological services. If the child is suspected of being hearing disabled, the audiological, medical/otological evaluations can be provided at no cost to the parent.
   (continued)
B. Notification of teachers
Instructional staff should be notified that the students has failed hearing screening and therefore may be experiencing difficulty hearing and responding to oral instruction. Until the student's hearing status is clearly defined by medical evaluation, the following measures should occur:
1. The student should be given preferential seating so that he/she is in direct line of the teacher's/speaker's voice. Optimum distance is four to six feet from the teacher. Student's better ear should be toward the teachers.
2. Teachers should use appropriate clarification strategies to assure that the student is understanding oral information (repeat, rephrase, have student repeat, etc.).
3. Teachers should avoid whenever possible
   a. standing in front of bright window while speaking.
   b. speaking while writing on the chalkboard.
   c. positioning themselves so their faces are not visible to students.

C. Continuing evaluation in the school setting.
Until medical diagnosis and evaluation has been completed, the student failing hearing screening should be rescreened monthly. This screening will provide for documentation of a fluctuating and/or permanent condition. Appropriate follow-up with parent and providers should occur to obtain needed diagnostic and treatment information.
Supplemental records, i.e., audiologist's report and otological/medical reports, should be retained in the student's cumulative health record.

Ref: Education Law Chapter 5, of 1980
Education Law Sections 4401, 4402
I. PURPOSE OF A SCHOOL VISION SCREENING PROGRAM

The purpose of a school vision screening program is to identify students with visual impairments. Visual problems can and do affect the physical, intellectual, social, and emotional development of children. Early detection of vision problems will provide a child more opportunity for educational success. Because visual loss may impede normal development, the earlier visual impairments are diagnosed and treated, the more favorable the outlook for correction or improvement of the child's general well-being.

The major objectives of a school vision screening program are:

- Identify students with vision problems through:
  1. Selected vision screening procedures
  2. Planned procedures of observation
- Notify parents or guardians that their child has been identified as having a possible vision problem to facilitate further examination by an eye care specialist.
- Establish follow-up procedures to assist identified students in receiving appropriate care.
- Inform teachers of students with vision problems about recommendations from eye care specialists regarding the most appropriate classroom environment.

II. LEGISLATIVE BACKGROUND

New York State Education Law (Article 19, Section 905) requires that each pupil receive a vision screening test at least once in each school year, grades K-12, and at any other time deemed necessary by school authorities. The goal of the requirement is detection of the presence of vision problems that may impede learning.

III. ESTABLISHING PRIORITIES

Vision screening is but one of many school health activities that attempt to provide an optimal state of health for students. In establishing a vision screening schedule for all students, the following priority schedule is recommended during each school year.

- All new students regardless of grade level who enroll in a school must be screened within six months of enrollment.
- All students:
  Previously referred but not seen by an eye care specialist;
  Previously tested, not referable, but had evidence of some vision change;
  Displaying change with emotional or behavioral problems;
  Displaying change in reading progress;
  Prior to evaluation of IEP (Individual Educational Plan).
- All students suspected of having a vision problem who are self-referred or referred by teachers, parents, or primary health care providers.
- All other students as mandated beginning with primary grades

IV. THE SCHOOL VISION SCREENING PROGRAM

A. Minimum screening program
   A school vision screening program should include as a minimum:
   1. History of signs or symptoms related by the student, parent, and/or teacher which may indicate visual problems
   2. Observation of the eyes of a student during screening
   3. Observation of the behavior of a student during screening
   4. Screening of the following visual functions:
      a. visual acuity: distance - annual K-12
      b. visual acuity: near - once within six months of admission to school
      c. color perception - once within six months of admission to school
      d. plus lens - once within six months of admission to school
   5. Recording of vision screening results on the student's cumulative health record (CHR) or other permanent record
   6. Notification of parents if the student fails vision screening
   7. Follow-up procedures

B. Follow-up procedures

   Follow-up procedures include coordination of activities, interpretation of findings, sharing of information among school personnel and parents, and referring to eye care specialists. These important tasks are carried out mainly by school nursing personnel, with the help of other school staff.

   1. The success of the program is dependent on the effort given to the implementation of a systematic follow-up procedure including:
      a. Notification to parents in writing (refer to Appendix A for form), by telephone, and/or through parent-nurse conference regarding screening results and suspected visual problem requiring professional vision examination. A telephone or personal conference should be supplemented by a written notice to the parents.
      b. Advising the parents to take the referral form (refer to Appendix B for form) to the appointment with eye care specialist and to return the completed referral form to school after obtaining a professional eye examination. The information on the form is needed by the school as a basis for making any adjustments to the student's educational program.

   2. Avoid making any recommendation or referral to a specific individual or a specific class of practitioner (ophthalmologist or optometrist) for examining,
treated, or correcting any defect the student may have.
3. Maintain contact with the parents until the pupil has
received the needed examination and necessary care.
4. Assist parents in need of financial assistance through a
referral to an appropriate community resource. Depending
on need such a resource might include:
a. County Department of Social Services for Medicaid
   assistance
b. Lions Club for refractions and glasses
c. PTA and other service organizations
d. County's physically handicapped children's program
e. Health insurance plan
5. Develop and implement a system for follow-up of referrals
   (refer to Appendix C) and record screening results and
   pertinent information on the pupil's cumulative health
   record.
6. Consult with teachers and recommend necessary
   educational adjustments to meet individual needs.
7. Follow through with procedures for students with vision
   impairments.

Ref. Education Law Section 905 - Subdivision 4
Education Law Chapter 629 of 1989
SUBJECT: STUDENTS WITH LIFE THREATENING ALLERGIES

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.

Particularly for those students with chronic conditions such as asthma and allergies (food, insect sting, etc.) which may result in severe, life-threatening reactions to various environmental triggers, it is necessary that the District work cooperatively with the parent(s) and the healthcare provider to:

- Develop an individual health care 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;

- Obtain appropriate health care provider authorization in writing 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; and

- 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.

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:

- Adequately training all staff involved in the care of the child;
- Assuring the availability of the necessary equipment and/or medications;
- Providing appropriately trained licensed persons as required by law;
- Providing additional appropriately trained adults to complete delegated tasks as allowed by law;

Developing an emergency plan for the student; and

Providing ongoing staff and student education.

First Reading: May 12, 2005
Adopted: May 26, 2005
SUBJECT: STUDENTS WITH LIFE THREATENING ALLERGIES

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

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).

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
34 Code of Federal Regulations (CFR) Part 300
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.
Education Law Sections 6527 and 6908
Public Health Law Section 3000-a

NOTE: Refer also to Policy #7513 -- Administration of Medication
Dear Parent:

It is recommended that you take your child along with this form to your doctor/dentist for recommendations regarding the possible health problem indicated below. We are anxious to give you any assistance we can in getting your child's problem corrected. Your child's adjustment in school is likely to be improved by your early attention to this matter.

Your School Nurse

Dear Doctor:

We have checked

_________________________  __________________________

name                              phone

_________________________  __________________________

home address                              school

who presents the following type of health problem. grade

PROBLEM: -----------------------------------------------

Please indicate the severity and prognosis of the condition you find and advise us of the need for any limitation of activity, prosthesis, special class, or any action we might well pursue to improve the health of this child. Our observations are as follows:

S. O.  

A.  

P.  

_________________________  __________________________

Date                              Eileen Leach, School Nurse

PROFESSIONAL OPINION WITH RECOMMENDATIONS:  ____________________________________________

______________________________________________________________________________________

Full activity including P.E. __No  __Yes If no, please check appropriate box below. 

_Vigorous Activities _ Moderate Activities _ Mild Activities __

__Complete rest or exemption. Date of return to full physical activity:  ____________

Signature of Doctor__________________________  Phone  Date

Is there any specific time you wish to see pupil again?   Yes  No

When?  ________________

Please return to the school nurse, Eileen Leach, Milford Central School, Milford, NY 13807
MILFORD CENTRAL SCHOOL
MILFORD, NY

Physical will be conducted on: Grade____
Date____
Time____

ATHLETIC HEALTH HISTORY

SCHOOL NAME
NAME Birth Date

Participation in athletics is voluntary and is not a required part of the regular physical education program.

SPORTS ACTIVITIES

Identify any sports in which you do not wish your child to participate.

THIS FORM MUST BE COMPLETED AND RETURNED ON THE DAY THE ATHLETE HAS HIS/HER PHYSICAL. THE APPOINTMENT DATE FOR THE PHYSICAL EXAMINATION IS IN THE UPPER LEFT HAND CORNER.

HEALTH HISTORY

TO BE COMPLETED BY PARENT

Has your child ever had: (please check)

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<td>Ankle Injury</td>
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<td>Back Pain/Injury</td>
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Is there a current medical examination on file in the nurse's office? Yes No

Is your child assigned to the Adaptive Physical Education Program or has he/she been in an Adaptive Physical Education? Yes No

Has your child been unconscious or lost memory from a blow on the head? Yes No

(Over)
History Continued

Does your child have any of the following:

Yes No
One Eye or Severe Uncorrectable Loss of Vision in one or both eyes  ❑ ❑
Severe Hearing Loss in both ears  ❑ ❑
One Kidney  ❑ ❑
One Testicle  ❑ ❑
Has your child been ill for five (5) consecutive days?  ❑ ❑

Has your child ever had an illness, condition, or injury that required him/her to go to the hospital,
either as a patient overnight or in the emergency room or for X-rays; required an operation;
caused your child to miss a game or practice?  ❑ ❑

Is your child under medical care now?  ❑ ❑
Has your child taken any medication in the past year?  ❑ ❑
If so, why?  ❑ ❑

Is your child taking any medication now?  ❑ ❑
If so, why?  ❑ ❑

Has your child ever fainted during exercise?  ❑ ❑
If so, explain  ❑ ❑
Has there ever been sudden death in a family member under fifty (50) years of age?  ❑ ❑

Do you have any worries about your child's health or other questions you would like to discuss with a doctor?  ❑ ❑

Does your child have: Orthodontic Appliances?  ❑ ❑
Capped Teeth?  ❑ ❑
Wear contact lens for sports?  ❑ ❑
Wear glasses for sports?  ❑ ❑
Since your child's last physical examination has your child had any injury or medical illness?  ❑ ❑

I agree with the above answers and consent to participation of my child in the interscholastic program of
his/her school including practice sessions and travel to and from athletic contests.

I also agree to emergency medical treatment as deemed necessary by the physicians designated by school
authorities.

PARENT SIGNATURE  ___________________________  DATE  ___________________________
MILFORD CENTRAL SCHOOL

NOTICE REGARDING ANNUAL HEARING SCREENING

Student's Name: ____________________________________________________
Address: _________________________________________________________
Sex: _________________________  Date of Birth: _________________________

To Parent or Guardian:
The result of the annual hearing screening suggests that your child may have some
hearing difficulty. We recommend that your child have a complete ear examination
to determine if a problem exists and, if needed, appropriate care. This form should
be completed by your health care provider and returned to the school health office.

To Examiner:
Your diagnosis and recommendations will be appreciated and will assist in plan-
ning this child's school program. The following screening results were obtained:
School Observation:
Pure Tone Audiometric Screening: Loss R _________  Loss L ______
Acoustic Immittance Screening: Fail R ___________  Fail L _____
Other Comments: ___________________________________________________

Threshold Screening

0 = Right Ear       X = Left Ear

Frequency in Hertz

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Signature of Health Professional: ___________________________________________
AUDIOMETRIC AND MEDICAL FINDINGS

Student's Name: _____________________________________________________
Address:  ______________________________________________________________________

Sex: _____________________ Date of Birth: _____________________________
Date of Examination: ___________________ Date of next appointment: ______

Diagnosis: _________________________________________________________

Etiology:  _________________________________________________________

Decible Loss R
Test Used: _________________________________________________________

Threshold Level

\[ O = \text{Right Ear} \quad X = \text{Left Ear} \]

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<tr>
<th>Frequency in Hertz</th>
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Recommendations and Remarks:  ______________________________________________
Signature of Health Professional:  _______________________________________________
Address:  ______________________________________________________________________
MILFORD CENTRAL SCHOOL

Notice Regarding Vision Screening

Dear Parent:

Your child ___________________________________ received a vision screening at school on ___________. The following results were obtained: Date

<table>
<thead>
<tr>
<th>Distance</th>
<th>Without Lenses</th>
<th>With Lenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right Eye 20/</td>
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<td></td>
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<td>Right Eye 20/</td>
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<td>Left Eye 20/</td>
<td>Left Eye 20/</td>
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</tbody>
</table>

Plus Lens (+2.25): Results _______________________________________

Other Observations: ____________________________________________________________________

It is recommended that your child's eyes be examined by an eye care specialist. It is requested that you take this form with you and have the enclosed Report of Eye Examination form completed by the examiner and return to the school health office.

Name of School: ______________________________________________________________________

Address: ______________________________________________________________________________

Phone: ____________________________

________________________________________
Signature of School Health Professional
MILFORD CENTRAL SCHOOL

Report of Eye Examination to the School

Name of Student: ________________________________ Grade: ________________
Address: __________________________________________________________________
Date of Examination: ________________ Date of Next Appointment: __________

Visual Acuity:        Near          Distance
Without Lenses R 20/ R 20/ L 20/ L 20/
With Lenses R 20/ R 20/ L 20/ L 20/

Other Tests Performed: Name: ________________ Results: ________________
                        Name: ________________ Results: ________________

Diagnosis: _______________________________________________________________

Lens Requirements: _______________________________________________________
  ____ Correction not required  ____ Correction prescribed  ____ glasses  ____ contact lenses
Corrected Visual Acuity: R 20/ L 20/

Frequency of Classroom Use:
  ____ Wear at all times.  ____ Wear for distance only.
  ____ Wear for reading tasks only.  ____ Other (specify) __________________________

*Physical Education:
  ____ Wear for physical education.  ____ Remove for physical education.

Other Recommendations: ___________________________________________________

Phone Number: ________________ Signature: ________________________________
               Position: ________________________________
               Address: __________________________________

*Note: Only polycarbonate lenses are acceptable for wear during physical education.
## VISION SCREENING REFERRAL ROSTER

Name of School _________________________________  School Year ____________________________

<table>
<thead>
<tr>
<th>No</th>
<th>Grade/Class</th>
<th>Date Referred</th>
<th>Referral Received</th>
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STUDENT SAFETY

The Board of Education recognizes the district's responsibility for ensuring the safety of all students in school buildings or on school grounds, and/or participating in school activities.

The safety of all students shall be the responsibility of all staff members. In case of accident or injury, students shall receive first aid from the nurse, teacher, or other trained employee nearest the scene. The nurse or teacher shall notify the parent(s) as soon as possible or, if neither parent is available, the family or designated person shall be notified.

The safety of students will be assured through close supervision of students on school premises, on school buses, and/or participating in school activities. Special attention will be given to the following.

1. Maintaining a safe school environment through periodic inspection of the physical condition of all buildings and grounds (such inspections will be under the supervision of the school Safety Committee);
2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards. (Section 409-a of the Education Law and the relevant sections of the Commissioner's Regulations regarding the wearing of eye safety devices in shops and laboratories, etc., will be strictly observed;
3. Offering safety education to students, as appropriate, in subjects such as laboratory courses in science, shop courses, and health and physical education; and
4. Notifying the school nurse of all accidents (for every accident, an accident report must be completed and filed).

In addition, school personnel shall be conscious of suspicious strangers loitering in or near the school. The Superintendent of Schools shall notify law enforcement agencies if the circumstances seem to warrant it. Students shall be instructed to notify teachers, their parents, police or school officials of any suspicious strangers. All persons in school buildings or on school property are subject to the provisions outlined in policy 1520, Public Conduct on School Property. All visitors to school must register in the office upon entering school grounds.

SAFETY MEASURES:
1. Fire drills are to be conducted on a regular basis, at least twelve (12) times a year, as required under the Education Law.
2. The Superintendent is responsible for a decision to close school or to evacuate the school in case of emergency.

The safety and welfare of the children is to be the prime consideration in such decisions. For information regarding cases of severe emergency, refer to policy 8130, Emergency Plans.

Adopted: March 12, 1990
PAROLED SEX OFFENDERS

WHEREAS, the New York State Division of Parole has issued Guidelines for the Supervision of Sex Offenders; and

WHEREAS, those guidelines require a Parole Officer to provide identifying information regarding a paroled sex offender to Administrators of schools in close proximity to the parolee's residence or place of employment; and

WHEREAS, the identified parolees are required by the conditions of their parole to stay away from school grounds and other areas where children congregate; and

WHEREAS, the Board is concerned about the safety of all children within the District; and

WHEREAS, the District continues to consider personal safety and safety awareness to be an important part of the instructional program for both students and staff; and

WHEREAS, the Board desires to use the information provided from the Division of Parole in a responsible manner, NOW, THEREFORE,

BE IT RESOLVED that the Board hereby adopts the following policy:

The Superintendent or designee shall be responsible for handling and disseminating any identifying information regarding predatory sex offenders received from the New York State Division of Parole. When such information is received, the Superintendent or designee shall relay said information to the following District Personnel:

1. Building Principal;
2. Transportation Supervisors and/or person in charge of bus garage;
3. Athletic Director;
4. Other supervisory personnel designated by the Superintendent; and
5. District Superintendent

All other staff members shall be informed of the availability of the information provided by the Division of Parole. They shall be instructed not to further disclose such information, except to other staff members of the District who have a need to know about it. Staff members shall be instructed to check with their supervisor if they observe any suspicious person(s) in an area where children congregate, and shall be directed to contact local parole authorities and law enforcement agencies, if a paroled sex offender is so observed.

District authorities should refer any and all inquiries for further specifics, not addressed above, to the Division of Parole. Requests for such information shall be referred to the District's Freedom of Information Law Records Access Officer.

Adopted: February 8, 1995
The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused, maltreated or neglected children and refer them for treatment and protection. The Board further recognizes the specific dictates of law that require school officials to report suspected instances of child abuse, and/or maltreatment (which includes neglect) in a domestic setting.

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 them and their families.

School officials, who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment, must immediately report this to the New York State Central Register for Child Abuse and Maltreatment (Central Register), as required by law. No conditions may be imposed that limit their responsibility to report. A school official is defined as:

A. Teacher
B. Guidance Counselor
C. Psychologist
D. Nurse
E. Social Worker
F. Full- or Part-Time Paid Athletic Coach
G. Administrator
H. Any School Personnel Required to Hold a Teaching or Administrative License or Certificate. The school official will also report the matter to the building principal.

The report shall be made according to the procedures outlined in Board policy regulation #5460-R.

School employees who are not school officials, as defined above, but who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment are encouraged to report to the Central Register. However, the school employee must report the matter to the building principal. If the matter has not yet been reported to the Central Register, the building principal shall make the report, in accordance with state law. In being required to file such report, the building principal does not have discretion.

School employees or officials may 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.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any school official who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants immunity to persons who, in good faith, report instances of child abuse from any liability.

School employees will not be subject to retaliatory action, as defined in state law, as a result of making a report when they reasonably suspect that a child has been abused or maltreated.
The Board recognizes that knowingly reporting a false claim of child abuse is a violation of state law and this policy acknowledges that it is a crime to do so. The District will make every reasonable effort to ensure the integrity of the District’s child abuse reporting process and procedure.

School District Relationship with Local Social Service District

The school District will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse. The superintendent, or his or her designee, will represent the district when collaborating with local social service agencies to address instances of abuse or maltreatment, and in the development of policy and procedures regarding abuse or maltreatment (including educational neglect).

The school District shall maintain an ongoing training program that will address the identification and reporting of child abuse and maltreatment, including the legal implications of reporting and not reporting. Attendance at sessions of this training program shall be required of all school officials. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

The superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and distributed annually to all school officials who are not covered under existing handbooks. The superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy.

Ref:

Social Services Law §34-a Family Court Act §1012
Education Law §§3209-a, 3036 Penal Law 240.50

Adopted: November 28, 1990
Amended and Re-Adopted: January 12, 2017
New York State Law (Child Protective Service Act of 1973, as amended) provides for reporting of suspected cases of child abuse by school officials. These regulations are designed to implement this law within the District and to help protect students from the harmful effects of child abuse.

Definitions

The definition of child abuse and maltreatment is established by law.

A. Abused Child

According to Social Services Law and the Family Court Act, an abused child is a person less than 18 years of age whose parent or other person legally responsible for his or her care:

1. inflicts or allows to be inflicted upon such child physical injury by other than accidental means that 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
2. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means that 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
3. 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.

B. Neglected or maltreated child

According to the Family Court Act, a neglected or maltreated child is a person less than 18 years of age:

1. 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:
   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, optometrical 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
2. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.
C. Impairment of emotional health and impairment of mental or emotional condition

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. This is 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.

D. Educational Neglect

In order for a report of educational neglect to be accepted, three elements need to be established:

A. Excessive absence from school by the child;

B. Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and the parent has contributed to the problem or is failing to take steps to effectively address the problem; and

C. Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.

E. Person Legally Responsible

A person legally responsible for any of the above 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.

Reporting Procedures and Related Information:

A. All school officials must, when they have reasonable cause to suspect that a child is abused or maltreated, report it to the New York State Central Register for Child Abuse and Maltreatment (800-342-3720). A school official, under state law, is defined as:

1. Teacher
2. Guidance Counselor
3. Psychologist
4. Nurse
5. Social worker
6. Full- or Part-Time Athletic Coach
7. Administrator
8. Any School Personnel Required to Hold a Teaching or Administrative License or Certificate.

B. Personnel have the right to request that information that would identify the individual making the report be withheld if furnishing such data might prove detrimental to the safety or interest of that individual.
C. The school official must also report the matter to the building principal who will determine if any additional steps need to be taken by the school District (for instance, contacting the school physician, social worker or other support services).

D. In the event that a school employee, who is not required to report under the law (such as a bus driver, custodian, cafeteria monitor, etc.), has reasonable cause to suspect that a child is abused or neglected, he/she is encouraged to make a report to the Central Register. The employee must, by District policy, report the matter to the building principal.

E. If the building principal is informed of a case of suspected child abuse or maltreatment that has not yet been reported to the Central Register, the building principal is required to:

1. phone the New York State Central Register for Child Abuse and Maltreatment (800-342-3720) and inform them verbally of the problem;
2. contact the above agency by telephone facsimile machine on a form supplied by the commissioner of Social Services; and
3. file a written report with the local child protective services agency and the Central Register within 48 hours after the above report; and
4. determine if additional steps need to be taken by the school District, as outlined in step 2 above.

F. The building principal may take color photographs or cause photographs to be taken of the areas of visible trauma on the child, and/or, if medically indicated, cause an examination to be performed. Such actions may be performed at public expense if they will provide appropriate documentation when filing the report. Photographic equipment shall be kept at the school and be available for this purpose.

G. The written report that must be filed shall include all information that the commissioner of Social Services may require

1. If it should be necessary for Child Protective Services 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, unless circumstances require otherwise. The school official shall examine and verify the credentials of Child Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.
2. If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.

H. The building principal shall request a summary report of the investigation of a case referred to Child Protective Services so the District can take appropriate next steps.

I. The school District shall maintain an ongoing training program that will address the identification and reporting of child abuse and maltreatment, including the legal implications of reporting and not reporting. Attendance at sessions of this training program shall be required of all school officials. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

J. Only one report of any suspected abuse is required.
K. 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 required to report cases of child abuse or maltreatment is presumed.

L. School employees or officials may 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.

M. School personnel who have reasonable cause to suspect that a child has died as a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.

N. Any person required to report suspected cases of child abuse or maltreatment and who 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.

O. Any school employee who fails to comply with this policy is subject to discipline in accordance with collective bargaining agreements and/or policy.

P. The District shall maintain an ongoing training program that will address identification and reporting of child abuse and maltreatment. Attendance at sessions of this training program shall be required of all school officials.

Q. Employee handbooks shall include a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.
The Board of Education recognizes its legal responsibility to maintain the confidentiality of student records. As part of this responsibility, the Board will ensure that eligible students and parents/guardians have the right to inspect and review education records, the right to seek to amend education records and the right to have some control over the disclosure of information from the education record. The procedures for ensuring these rights shall be consistent with state and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations.

The Board also recognizes its responsibility to ensure the orderly retention and disposition of the district’s student records in accordance with Schedule ED-1 as adopted by the Board in policy 1120.

The District will use reasonable methods to provide access to student educational records only to those authorized under the law and to authenticate the identity of the requestor. The district will document requests for and release of records, and retain the documentation in accordance with law. Furthermore, pursuant to Chapter 56 of the Laws of 2014, the district will execute agreements with third-party contractors who collect, process, store, organize, manage or analyze student personally identifiable information (PII) to ensure that the contractors comply with the law in using appropriate means to safeguard the data.

The Superintendent of Schools shall be responsible for ensuring that all requirements under law and the Commissioner’s regulations are carried out by the district.

Definitions

*Authorized Representative:* an authorized representative is any individual or entity designated by a State or local educational authority or a Federal agency headed by the Secretary, the Comptroller General or the Attorney General to carry out audits, evaluations, or enforcement or compliance activities relating to educational programs.

*Education Record:* means those records, in any format, directly related to the student and maintained by the district or by a party acting on behalf of the district, except:

1) records in the sole possession of the individual who made it and not accessible or revealed to any other person except a substitute (e.g. memory joggers);
2) records of the district’s law enforcement unit;
3) grades on peer-graded papers before they are collected and recorded by a teacher.

*Eligible student:* a student who has reached the age of 18 or is attending postsecondary school.

*Legitimate educational interest:* a school official has a legitimate educational interest if they need to review a student’s record in order to fulfill his or her professional responsibilities.

*Personally identifiable information:* is information that would allow a reasonable person in the school or its community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Such data might include social security number, student identification number, parents’/guardians’ name and/or address, a biometric record, etc.
School official: a person who has a legitimate education interest in a student record who is employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a member of the Board of Education; a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official performing his or her tasks.

Third party contractor: is any person or entity, other than an educational agency, that receives student data or teacher or principal data from an educational agency pursuant to a contract or other written agreement for purposes of providing services to such educational agency, including but not limited to data management or storage services, conducting studies or audit or evaluation of publicly funded programs.

Annual Notification

At the beginning of each school year, the district will publish a notification that informs parents, guardians and students currently in attendance of their rights under FERPA and New York State Law and the procedures for exercising those rights. A ‘Parents’ Bill of Rights for Data Privacy and Security’ will be posted on the district website and included in any agreements with third-party contractors.(see 5500-E.4) The notice and ‘Bill of Rights’ may be published in a newspaper, handbook or other school bulletin or publication. The notice and ‘Bill of Rights’ will also be provided to parents, guardians, and students who enroll during the school year.

The notice and Parents’ Bill of Rights will include a statement that the parent/guardian or eligible student has a right to:

1. inspect and review the student’s education records;
2. request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy rights;
3. consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent; and
4. file a complaint with the United States Department of Education alleging failure of the district to comply with FERPA and its regulations; and/or file a complaint regarding a possible data breach by a third party contractor with the district and/or the New York State Education Department’s Chief Privacy Officer for failure to comply with state law.

The annual notice and Parents’ Bill of Rights will inform parents/guardians and students:

1. that it is the district’s policy to disclose personally identifiable information from student records, without consent, to other school officials within the district whom the district has determined to have legitimate educational interests. The notice will define ‘school official’ and ‘legitimate educational interest.’
2. that, upon request, the district will disclose education records without consent to officials of another school district in which a student seeks to or intends to enroll or is actually enrolled.
3. that personally identifiable information will be released to third party authorized representatives for the purposes of educational program audit, evaluation, enforcement or compliance purposes.
4. that the district, at its discretion, releases directory information (see definition below) without prior consent, unless the parent/guardian or eligible student has exercised their right to prohibit release of the information without prior written consent. The district will not sell directory information.
5. that, upon request, the district will disclose a high school student’s name, address and telephone number to military recruiters and institutions of higher learning unless the parent/guardian or secondary school student exercises their right to prohibit release of the information without prior written consent.

6. of the procedure for exercising the right to inspect, review and request amendment of student records.

7. that the district will provide information as a supplement to the ‘Parents’ Bill of Rights’ about third parties with which the district contracts that use or have access to personally identifiable student data.

The district may also release student education records, or the personally identifiable information contained within, without consent, where permitted under federal law and regulation. For a complete list of exceptions to FERPA’s prior consent requirements see accompanying regulation 5500-R, Section 5.

The district shall effectively notify parents, guardians and students who have a primary or home language other than English.

In the absence of the parent/guardian or secondary school student exercising their right to opt out of the release of information to the military, the district is required to, under federal law, release the information indicated in number five (5) above.

**Directory Information**

The district has the option under FERPA of designating certain categories of student information as “directory information.” The Board directs that “directory information” be defined as including the following information:

- student's name,
- parent/guardian’s name(s),
- address,
- academic interests,
- participation in officially recognized school activities and sports,
- periods of school attendance,
- graduation,
- awards received, photograph, art work, and
- future educational plans.

Social security numbers or other personally identifiable information will not be considered directory information.

Students who opt out of having directory information shared are still required to disclose their student ID cards.

Once the proper FERPA notification is given by the district, a parent/guardian or student will have 14 days to notify the district of any objections they have to any of the “directory information” designations. If no objection is received, the district may release this information without prior approval of the parent/guardian or student for the release. Once the student or parent/guardian provides the “opt-out,” it will remain in effect after the student is no longer enrolled in the school district.

The district may elect to provide a single notice regarding both directory information and information disclosed to military recruiters and institutions of higher education.
Ref:
Family Educational Rights and Privacy Act, as amended, 20 USC 1232g; 34 CFR Part 99
Every Student Succeeds Act, 20 USC §7908 (Military Recruiter Access)
10 USC §503 as amended by §544 of the National Defense Reauthorization Act for FY 2002
Education Law §§ 2-a; 2-b; 2-c; 2-d; 225; Public Officers Law §87(2)(a)
Arts and Cultural Affairs Law, Article 57-A (Local Government Records Law)
8 NYCRR 185.12 (Appendix I) Records Retention and Disposition, Schedule ED-1 for Use by School Districts and BOCES
“Guidance for Reasonable Methods and Written Agreements,”
Parents’ Bill of Rights for Data Privacy and Security, July 29, 2014:
Family Policy Compliance Office website:

Adopted: March 12, 1991
Amended & Re-Adopted: January 12, 2017
It is recognized that the confidentiality of student records must be maintained. The terms used in this regulation are defined in the accompanying policy. The following necessary procedures have been adopted to protect the confidentiality of student records.

Section 1.
Pursuant to the Family Educational Rights and Privacy Act (FERPA) and state law it shall be the policy of this school district to permit parents/guardians and eligible students to inspect and review any and all official records, files and data directly related to that student, including all materials that are incorporated into each student's cumulative record folder.

The rights created by FERPA and state law transfer from the parents/guardians to the student once the student attains eligible student status. However, districts can disclose information to parents of eligible students under certain circumstances, including when the student is a dependent under the IRS tax code, when the student has violated a law or the school's rules regarding alcohol or substance abuse (and the student is under 21); when the information is needed to protect the health or safety of the student or other individuals.

Section 2.
Parents/guardians or the eligible student will have an opportunity for a hearing to challenge the content of the student's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Section 3.
A letter shall be sent annually to parents/guardians of students currently in attendance and eligible students currently in attendance informing them of their rights pursuant to FERPA and state law, and will include a Parents’ Bill of Rights. See Exhibits 5500-E.1 and 5500-E.4. The district shall effectively notify parents, guardians and students who have a primary or home language other than English.
Section 4.
To implement the rights provided for in sections 1 and 2, the following procedures are adopted:

1. A parent/guardian or an eligible student who wishes to inspect and review student records shall make a request for access to the student's school records, in writing, to the building principal. Upon receipt of such request, arrangements shall be made to provide access to such records within 30 business days after the request has been received. If the record to which access is sought contains information on more than one student, the parent/guardian or eligible student will be allowed to inspect and review only the specific information about the student on whose behalf access is sought.

2. A parent/guardian or an eligible student who wishes to challenge the contents of the student's school records shall submit a request, in writing, to the building principal identifying the record or records which they believe to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student together with a statement of the reasons for their challenge to the record.

3. Upon receipt of a written challenge, the building principal shall provide a written response indicating either that he/she:
   a. finds the challenged record inaccurate, misleading or otherwise in violation of the student’s rights and that the record will be corrected or deleted; or
   b. finds no basis for correcting or deleting the record in question, but that the parent/guardian or eligible student will be given an opportunity for a hearing. The written response by the Building principal shall be provided to the parent/guardian or eligible student within 14 days after receipt of the written challenge. The response shall also outline the procedures to be followed with respect to a hearing regarding the request for amendment.

4. Within 14 days of receipt of the response from the building principal, a parent/guardian or eligible student may request, in writing, that a hearing be held to review the determination of the building principal.

5. The hearing shall be held within 10 days after the request for the hearing has been received. The hearing will be held by the Superintendent of Schools, unless the Superintendent has a direct interest in the outcome of the hearing, in which case the Superintendent will designate another individual who does not have a direct interest in the outcome of the hearing to hold the hearing.

6. The parent/guardian or eligible student shall be given a full and fair opportunity to present evidence at the hearing. The parent/guardian or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

7. The Superintendent or other individual designated by the Superintendent will make a decision in writing within 14 days after the hearing.

8. After the hearing, if the Superintendent or the individual designated by the Superintendent decides not to amend the record, the district will inform the parent/guardian or eligible student that they have the right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the decision of the district. Any statement placed in the record will be maintained with the contested part of the student record for as long as the record is maintained. Further, the statement will be disclosed by the district whenever it discloses the portion of the record to which the statement relates.
Section 5.
Except to the extent that FERPA authorizes disclosure of student records without consent, student records, and any material contained therein which is personally identifiable, are confidential and will not be released or made available to persons other than parents/guardians or eligible students without the prior written consent of the parents/guardians or eligible student.

Exceptions to FERPA's prior consent requirement include, but are not limited to disclosure:

1. To other school officials within the district who have been determined to have legitimate educational interests.
2. To officials of another school, school system or post-secondary institution where the student seeks or intends to enroll.
3. To authorized representatives of the Comptroller General of the United States, the U.S. Secretary of Education, the U.S. Attorney General, or state and local education authorities in connection with an audit or evaluation of a federal- or state-supported education program or in compliance with legal requirements related to those programs.
4. In connection with the student’s application for or receipt of financial aid.
5. To state and local officials or authorities in compliance with state law that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are being released.
6. To organizations conducting studies for, or on behalf of, education agencies or institutions, in order to develop tests, administer student aid, or improve instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents/guardians of a dependent student, as defined by the Internal Revenue Code.
9. To comply with a judicial order or lawfully issued subpoena, including ex parte court orders under the USA Patriot Act. Prior to complying with a judicial order or subpoena, the district will make a reasonable effort to notify the parent/guardian or eligible student, unless the district has been ordered not to disclose the existence or content of the order or subpoena, or unless the parent/guardian is the subject of a court proceeding involving child dependency or child abuse and neglect matters, and the order is issued in context of that proceeding.
10. In connection with a health or safety emergency, the district will disclose information when, taking into account the totality of circumstances, a determination is made that there is an articulable and significant threat to the health or safety of the student or other individuals.
11. To teachers and school officials in other schools who have legitimate educational interests in the behavior or the student when the information concerns disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
12. To provide information that the district has designated as “directory information.”
13. To provide information from the school’s law enforcement unit records.
14. To a court, when the district is involved in legal action against a parent/guardian or student, those records necessary to proceed with the legal action.
15. To the U.S. Secretary of Agriculture, its authorized representatives from the Food and Nutrition Service, or contractors acting on its behalf, to monitor, evaluate and measure performance of federally-subsidized school food programs, subject to certain privacy protections.
16. To any caseworker or representative of a state or local child welfare agency or tribal organization who has the right to access a student’s case plan, where the agency or organization is legally responsible for the care and protection of that student, not to be re-disclosed except as permitted by law.

The district will use reasonable methods to provide access to student educational records to only those authorized under the law and to authenticate the identity of the requestor. The district will use an array of methods to protect
records, including physical controls (such as locked cabinets), technological controls (such as role-based access controls for electronic records, password protection, firewalls, encryption), and administrative procedures. The district will document requests for and release of records, and retain the documentation in accordance with law.

If the district enters into a contract with a third party that calls for receipt of student personally identifiable information (PII) by the contractor, the agreement shall include a data security and privacy plan that includes a signed copy of the Parents’ Bill of Rights and addresses the following, among other contractual elements:

1. training of vendor employees regarding confidentiality requirements;
2. limiting access to education records to those individuals who have a legitimate educational interest;
3. prohibiting the use education records for any other purpose than those authorized under the contract;
4. maintaining reasonable administrative, technical and physical safeguards to protect student personally identifiable information (PII);
5. using encryption technology to protect data while in motion or in its custody to prevent unauthorized disclosure;
6. breach and notification procedures.

The district will, via written agreements, designate authorized representatives who have access to educational records. The written agreement will specify how the work falls within the exception, what personally identifiable information is to be disclosed, how the educational record will be used, and that the records will be destroyed by the authorized representative once they are no longer needed for that purpose or the agreement expires.

Section 6.
Whenever a student record or any material contained therein is to be made available to third persons, other than those covered by the exceptions authorized by FERPA, the parent/guardian or eligible student must file a written consent to such action. The written consent must specify the records to be released, the reasons for such release, and to whom. If the parent/guardian or eligible student so requests, the district will provide him or her with a copy of the records disclosed. In addition, if the parent/guardian of a student who is not an eligible student so requests, the district will provide the student with a copy of the records disclosed.

Section 7.
Unless specifically exempted by FERPA, all persons requesting access to such records will be required to sign a written form which indicates the legitimate educational interest that such person has in inspecting the records. Such form will be kept with the student's file and will be maintained with the student’s file as long as the file is maintained.
**Additional Rights Under New York State Law Related to the Protection of Student Data and Third Party Contractors**

New York State Law offers parents/guardians additional rights beyond FERPA in regard to third party contractors and student personally identifiable information (PII). The district shall post on its website and distribute a ‘Parents’ Bill of Rights for Data Privacy and Security.’ The ‘Parents’ Bill of Rights’ shall establish the following:

- Educational purpose: The use of student personally identifiable information (PII) is for educational or related purposes only.
- Transparency: Disclosure of third party contracts and their privacy provisions.
- Authorization: Assurance that proper authorization will be secured prior to the release of PII.
- Security: A description of the measures in place to protect PII, without compromising the security plan.
- Data Breach Notification: An explanation of the procedures in the event of a data breach.
- Complaint Procedure: The district offers a complaint procedure in the event that a parent/guardian suspects a breach of student data by a third party contractor and provides information about lodging a complaint with the New York State Education Department’s Chief Privacy Officer.

**Retention and Disposition of Student Records**

The Board has adopted the Records Retention and Disposition Schedule ED-1 issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, which contains the legal minimum retention periods for district records. The Board directs all district officials to adhere to the schedule and all other relevant laws in retaining and disposing of student records. In accordance with Article 57-A, the district will dispose of only those records described in the schedule after they have met the minimum retention periods set forth in the schedule. The district will dispose of only those records that do not have sufficient administrative, fiscal, legal or historical value to merit retention beyond the established legal minimum periods.

**Adopted:** March 12, 1991  
**Amended & Re-Adopted:** January 12, 2017
Dear Parent or Eligible Student:

This is to advise you of your rights with respect to student records pursuant to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of student records. The law gives parents and students over 18 years of age (referred to in the law as “eligible students”) the following rights:

1. The right to inspect and review the student’s education records within 30 business days of the day the district receives a request for access. Parents or eligible students should submit to the Building Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading or otherwise in violation of the student’s privacy under FERPA. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading by writing the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading.

   If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the district discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The exceptions, which permit disclosure without consent, include disclosure to school officials with legitimate educational interests or an authorized representative. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   An authorized representative is any individual or entity designated by a State or local educational authority or a Federal agency headed by the Secretary, the Comptroller General or the Attorney General to carry out audits, evaluations, or enforcement or compliance activities relating to educational programs.

   Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

   For a complete list of exceptions to FERPA’s prior consent requirements see regulation 5500-R, Section 5.

Sincerely,
Superintendent

Adopted: January 12, 2017
In addition to the rights outlined in the accompanying letter (5500-E.1), FERPA also gives the school district the option of designating certain categories of student information as “directory information.” Directory information includes student:

- student's name,
- parent/guardian’s name(s),
- address,
- academic interests,
- participation in officially recognized school activities and sports,
- periods of school attendance,
- graduation,
- awards received, photograph, art work, and
- future educational plans.

You may object to the release of any or all of this “directory information.” However, you must do so in writing within 10 business days of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent. For your convenience, you may note your objections to the release of directory information on the enclosed form (5500-E.3) and return it to the Building Principal.

Adopted: January 12, 2017
Dear Parent/Guardian or Eligible Student:

The school district has designated certain categories of student information as “directory information.” "Directory information" is defined as including the following information:

- student’s name,
- parent/guardian’s name(s),
- address,
- academic interests,
- participation in officially recognized school activities and sports,
- periods of school attendance,
- graduation,
- awards received, photograph, art work, and
- future educational plans.

If you object to the release of any or all of the directory information listed above, you must do so in writing within 10 business days of receiving this notice. For your convenience, you may note your objections to the release of directory information on this form and return it to the building principal.

Please do not release directory information without my prior consent.

________________________  _________________________
(Parent/Guardian or Eligible Student Signature)  (Date)

________________________
Print Name of Student

Adopted: January 12, 2017
Dear Parent/Guardian or Eligible Student:

Pursuant to the Every Student Succeeds Act, the school district must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of high school students. The district must also notify parents of their right and the right of their child to request that the district not release such information without prior written parental consent.

Parents (or students 18 years of age or older) wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and/or institutions of higher learning must sign and return the attached form to the building principal by October 15th in any school year.

SAMPLE RETURN FORM

Reservation of Consent for the Release of Certain Student Information under the Every Student Succeeds Act

_____ Please do not release the name, address and telephone number of

_____________________________________________ to

(Name of student)

_____ Armed Forces and Military Recruiters, or Military Schools.

_____ Colleges, universities, or companies seeking employees.

__________________________  _________________
(Parent/Guardian or Eligible Student Signature)   (Date)

Adopted: January 12, 2017
The Milford Central School District, in recognition of the risk of identity theft and unwarranted invasion of privacy, affirms its commitment to safeguarding student personally identifiable information (PII) in educational records from unauthorized access or disclosure in accordance with State and Federal law. The Milford Central School District establishes the following parental bill of rights:

- Student personally identifiable information (PII) will be collected and disclosed only as necessary to achieve educational purposes in accordance with State and Federal Law.

- A student's personally identifiable information cannot be sold or released for any commercial purposes by a third party contractor. The district will not sell student personally identifiable information and will not release it for commercial purposes, other than directory information released by the district in accordance with district policy;

- Parents/Guardians have the right to inspect and review the complete contents of their child's education record (for more information about how to exercise this right, see 5500-R);

- State and federal laws protect the confidentiality of personally identifiable information. Safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred;

- A complete list of all student data elements collected by the State Education Department is available for public review at http://www.p12.nysed.gov/irs/sirs/.

- Parents/Guardians have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to (Records Access Officer, Milford CSD, PO Box 237, Milford, NY 13807, (607) 286-7721 x8417; RAO@milfordcentral.org). Complaints can also be directed to the New York State Education Department by writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 or by email to CPO@mail.nysed.gov.

- In the event that the District engages a third party provider to deliver student educational services, the contractor or subcontractors will be obligated to adhere to State and Federal Laws to safeguard student personally identifiable information (PII). Parents can request information about third party contractors by contacting (Records Access Officer, Milford CSD, PO Box 237, Milford, NY 13807, (607) 286-7721 x8417; RAO@milfordcentral.org) or can access the information on the district’s website (www.milfordcentral.org).

Adopted: January 12, 2017
The district engages several third party contractors to provide services. In this capacity, the company may collect, process, manage, store or analyze student personally identifiable information (PII).

The district will require that each third party contractor use the education records only for the purposes explicitly authorized by the district and no other.

The third party contractor will ensure that subcontractors or others that the company shares PII will abide by data protection and security requirements by use of password protections, administrative procedures, encryption and firewalls.

The third party contractor will take reasonable measures to ensure the confidentiality of student PII by maintaining reasonable administrative, technical and physical safeguards to protect the security, confidentiality and integrity of personally identifiable student information in its custody; and use encryption technology to protect data from unauthorized disclosure using technology or methodology specified by the secretary of the United States Department of Health and Human Services.

Parents/Guardians may challenge the accuracy of PII held by a third party contractor by contacting, Records Access Officer, Milford CSD, PO Box 237, Milford, NY 13807, (607) 286-7721 x8417; RAO@milfordcentral.org

Once the contractor has completed its service to the district, records containing student PII will be destroyed.

Adopted: January 12, 2017
STUDENT VOLUNTEERS FOR
SCHOOL & PUBLIC SERVICE

The Board of Education recognizes the social and scholastic benefits derived from student participation in various community-sponsored activities. However, neither an individual nor the school as a whole shall be permitted to use school time in working on community-sponsored projects unless such an undertaking is deemed to contribute to the educational program. The administration has the responsibility to develop procedures for community groups to request student involvement during school hours, as well as guidelines for the consideration of such requests.

REF: U.S. Constitution, First Amendment
Education Law 414

Adopted: November 28, 1990
It is the Milford Central School District's goal to provide students with access to nutritious no- or low-cost meals each school day and to ensure that a student whose parent/guardian has unpaid meal charges is not shamed or treated differently than a student whose parent/guardian does not have unpaid meal charges. Unpaid meal charges place a large financial burden on the District. 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 intent of this policy is to establish procedures to address unpaid meal charges throughout the Milford Central School District in a way that does not stigmatize, distress, or embarrass students. The provisions of this policy pertain to regular priced reimbursable school breakfast, lunch and snack meals only. Charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.) is expressly prohibited.

Nothing in this plan is intended to allow for the unlimited accrual of debt.

Access to Meals
a) Free meal benefit eligible students will be allowed to receive a free breakfast and lunch meal of their choice each day. A la carte items or other similar items must be paid/prepaid.

b) Reduced meal benefit eligible students will be allowed to receive a breakfast of their choice for $0.25 and lunch of their choice for $0.25 each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian 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 or guardian has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.

Ongoing Staff Training
a) Staff will be trained annually and throughout the year as needed on the procedures for managing meal charges using the State Education Department (SED) Webinar or the District's training program.

b) Staff training will include ongoing eligibility certification for free or reduced price meals.

Parent Notification
Parents/guardians will be notified within 10 days and then every two (2) weeks thereafter that a student's account balance is exhausted and has accrued unpaid meal charges of $15.00 or more.
Parent Outreach

a) Staff will communicate with parents/guardians with $15.00 or more of unpaid meal charges to determine eligibility for free or reduced price meals.

b) Staff will make two documented attempts to reach out to parents/guardians to complete a meal application in addition to the application and instructions provided in the school enrollment packet.

c) Staff will contact the parent/guardian to offer assistance with completion of 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) Students with unpaid meal charges will not be required to wear a wristband or handstamp, or to do chores or other work to pay for meals.

c) Staff will not throw away a meal after it has been served because of the student's inability to pay for the meal or because of previous unpaid meal charges.

d) Staff will not take any action directed at a student to collect unpaid meal charges.

e) Staff will deal directly with parents/guardians 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/guardians with free and reduced price application and instructions at the beginning of each school year in the school enrollment packet.

c) The District will provide at least two additional free and reduced price applications throughout the school year to families identified as owing meal charges.

d) 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/guardian. The District will complete the application using only available information on family size and income that falls within approvable guidelines.

e) The District will coordinate with the foster, homeless, migrant, and runaway coordinators at least monthly to certify eligible students.
Prepaid Accounts

Students/Parents/Guardians may pay for meals in advance with a check payable to Milford Central School District. 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.

Refunds for Withdrawn or Graduating Students

To obtain a refund for a withdrawn or graduating student, a written 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 to a sibling's account through a written request.

Unclaimed Funds

Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the District Food Service Program.

Annual Notification

The District will provide notice to all parents or guardians on an annual basis, prior to the opening day of school, outlining the requirements of this policy. This policy shall also be published in an appropriate school-based publication, and posted on the District's website.

Ref

Healthy, Hunger-Free Kids Act, Public Law 111-296, Sec. 143
USDA Memo, SP 46-2016: Unpaid Meal Charges: Local Meal Charge Policies

Abstract: June 21, 2018
FISCAL MANAGEMENT POLICIES

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FISCAL MANAGEMENT GOALS

The Board recognizes that money and money management are the foundational support of the school program. To make that support as effective as possible, the Board intends:

1. To encourage advance planning through the best possible budget procedures.
2. To explore all practical sources of dollar income.
3. To guide the expenditure of funds so as to extract the greatest educational returns.
4. To expect top-quality accounting and reporting procedures.

To maintain a level of expenditure needed to provide high quality education within the ability of the community to pay.

Adopted: November 29, 1989
ANNUAL BUDGET

The school budget is the legal basis for the establishment of the tax levy. It is the official document that describes the programs to be conducted during a given period of time. It is the operational plan, stated in financial terms, for the conduct of all programs in the school system.

The annual school budget process is important to school district operations and serves as a means to improve communications within the school organization and with the residents of the school community.

The budget will be presented to the public in three components (to be voted upon as one proposition):

- **A program component**, which includes all program expenditures of the 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;

- **A capital component**, which includes all transportation capital, debt service and lease expenditures; costs resulting from court judgments, administrative orders or settled or compromised claims; and all facilities costs of the district, including facilities lease expenditures, annual debt service and total debt for all facilities financed by bonds and notes of the district, and costs of construction, acquisition, reconstruction, rehabilitation or improvement of school buildings, provided that the 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 all expenditures associated with custodial salaries and benefits, service contracts, supplies, utilities, and maintenance and repair of school facilities;

- **An administrative component**, which includes office and central administrative expenses, traveling expenses, salaries and benefits of all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties, all expenditures associated with the operation of the school board, the office of the Superintendent of Schools, general administration, the school business office, any consulting costs not directly related to direct student services and programs, planning, and all other administrative activities.

In addition, each component must be separately delineated in accordance with regulations of the commissioner. The budget will categorize revenues, property tax refunds, expenditures, budget transfers and fund balance information, and will be formatted to show changes in the data as compared with the previous year. Finally, the budget will be written in plain language and organized in a manner which best promotes the public's understanding of its contents.

Continued........
The budget will be completed at least seven days before the public hearing at which the Board will present the budget to the voters. Copies of the budget will be made available upon request to residents within the district (not just district taxpayers) during the 14 days preceding the date of the annual meeting and election at the schoolhouse in the district between the hours of 9:00 AM and 5:00 PM on each day other than Saturday, Sunday or holidays. In addition at least once during the school year, the Board will include in a district wide mailing, notice of the availability of copies of the budget.

The following documents will be attached to the budget:

- a detailed statement of the total compensation to be paid to the Superintendent of Schools, and any assistant or associate superintendent in the coming school year, including a delineation of the salary, annualized cost of benefits and any in-kind or other form of remuneration;
- a list of all other school administrators and supervisors, if any, whose annual salary will be $85,000 or more in the coming year, along with their title and annual salary; and
- a school district report card detailing the academic and fiscal performance of the district.

The Board may not submit the proposed budget or a related proposition to the voters more than twice. If the voters fail to approve the proposed budget or budget proposition after the second submission, or if the Board elects not to put the proposed budget to a public vote a second time, the Board must adopt a contingency budget.

The Board may use district monies to present educational and informational material about the annual budget and related information to the voters. It shall not, however, use these funds to urge voters to cast their ballots in a particular fashion.

Adopted: September 27, 1989
Amended: January 28, 1998
BUDGET PLANNING

The Superintendent of Schools and the administrative staff shall have the overall responsibility for budget preparation, including the construction of and adherence to a budget calendar. In developing the budget, the Superintendent may seek advice and suggestions from the Board of Education, staff, students and the community.

The budget shall be designed to reflect the Board of Education's objectives for the education of the children of the district. It shall be carefully organized and planned to provide an adequate accounting for each programs expenditure, understanding of the financial needs of anticipated program developments, and be within the financial limitations of the district. To assist in budget and long range planning, ongoing studies of the district's educational programs will include estimates of the fiscal implications of each program.

The budget for the ensuing school year shall be thoroughly reviewed by the Board of Education before its presentation to the voters for final adoption.

Adopted: September 27, 1989
BUDGET PLANNING

The budget calendar prepared by the Superintendent of Schools shall include:

- a schedule which sets forth all important meetings and dates, including deadlines for budget proposals from within the district.
- commencement dates and deadlines for certain budgetary tasks such as the estimation of all revenues and income expected to be received by the district;
- events such as the preliminary dates for the Board of Education's consideration of the tentative budget.

The budget calendar will also set forth the name of every individual (or their title) who is assigned to perform a particular task with regard to the development of the budget.

As part of the budget planning process, the Superintendent of Schools will evaluate:

- the educational philosophy, goals and objectives of the district and their modification where required;
- the district education program and support systems such as transportation and business affairs;
- census and enrollment projections;
- the condition of the physical plant for operation and maintenance needs and new construction;
- debt service schedules;
- estimated revenue from sources other than the property tax, such as state and federal aid.
BUDGET DEADLINES & SCHEDULES

The Superintendent of Schools shall have the responsibility for constructing and adhering to the budget calendar. The calendar shall present a plan of action for estimating and completing preparation of the proposed annual budget during the ensuing school year. It will identify necessary budgetary activities and the schedule, with deadlines, for each activity. It also will indicate to whom the responsibility for completion of each budget activity has been delegated. The calendar shall contain preliminary dates for the Board of Education's consideration of the tentative budget and the dates for public hearings on the final budget.

a. Standardized supply lists are to be used in the development of cost estimates and to serve as a basis for bidding.

All budget requisitions are to be submitted to the superintendent in accordance with the current budget calendar. The Superintendent will conduct budget conferences with appropriate staff members in determining final amounts.

Adopted: February 13, 1991
DéTERMINATION OF BUDGET PRIORITIES

After receiving guidelines from the Board of Education, the Superintendent of Schools, in cooperation with all staff members, shall determine budget priorities for the school district which strike a balance between an ideal educational program and the community's fiscal resources. In setting budget priorities, the following factors shall be considered:

1. The health and safety of pupils and employees;
2. Items directly related to the educational needs of the district. All segments of the district programs are to be treated equitably within the available resources;
3. Adequate staffing of programs and the salaries of employees;
4. Maintenance of capital investment, equipment and facilities;
5. Improvements in non-instructional items;
6. State and/or Federal legal requirements for the funding of programs;
7. Requirements and regulations of the State Education Department and the Commissioner of Education; and
8. Fiscal and non-fiscal resources available.

Adopted: September 27, 1989
DISSEMINATION OF BUDGET RECOMMENDATIONS

The Superintendent of Schools shall make budget recommendations available to the Board of Education members prior to the budget hearing in accordance with the budget calendar.

In addition, the Superintendent shall make a copy of the proposed budget and attachments available to all district taxpayers at the district office during working hours, not less than 14 days prior to the annual meeting.

As required by law, all budget documents given to the public will be written in plain language and organized in a way to promote the public's understanding of their contents. The documents will be complete, accurate, and contain sufficient detail to adequately inform the public about estimated revenues, proposed expenditures, transfers to other funds, the amount of fund balance to be retained and to be used as well as a comparison to the prior year's data.

A summary of the tentative budget ("popularized budget") may be published in a district mailing. In addition, the Board may provide the public with specific factual information concerning budget recommendations, through news releases to the media, group meetings with members of the public to be held on set dates and times, and the district newsletter.

No district funds may be expended to promote either a favorable or negative opinion of the proposed school budget.

In addition, the Board will not selectively solicit a segment of district voters who might be expected to support passage of the proposed budget.

Adopted: September 27, 1989
Amended: January 28, 1998
BUDGET HEARING

The Board of Education will hold an annual budget hearing at which it will present a detailed proposed budget for the following school year. The purpose of the budget hearing is to inform the public of the contents of the budget and to provide an explanation and justification for the decisions the proposed budget reflects.

The budget hearing will be held not less than seven nor more than 14 days prior to the annual district meeting, at which the district's voters will vote on the budget. The proposed budget will be completed at least (7) seven days before the budget hearing. A copy of the proposed budget may be obtained by any district resident (not just district taxpayers) at each school during certain designated hours on each day (other than a Saturday, Sunday or holiday) during the 14 day period immediately preceding the annual district meeting and election.

Notice of the date, time and place of the annual budget hearing will be contained in the notice of the annual meeting.

Adopted: September 27, 1989
Amended: January 28, 1998
BUDGET ADOPTION

The proposed budget shall be presented to the voters of the district for adoption at the annual meeting the third Tuesday in May unless a conflict exists due to religious observances on that date, in which case it is held on the second Tuesday in May. Prior to the vote, the Board must hold a public budget hearing. The hearing must be held not less than seven nor more than 14 days prior to the vote.

If the budget is not adopted by the voters at the annual district meeting and election, the board has two options: (1) it may resubmit the original proposed budget or a revised budget to the voters for approval at a special meeting held at a later date; or (2) it may adopt a contingency or "austerity" budget and levy a tax therefore without going back to the voters for a second vote. If the board chooses the first option and submits a budget to the voters for a second vote and the budget is not approved again, the board is required to adopt a contingency budget.

Once the budget is adopted, it becomes the legal basis for establishing the tax levy.

Adopted: September 27, 1989
Amended: January 28, 1998
CONTINGENCY BUDGET

The annual district budget and any related propositions related thereto may be submitted to the voters only twice. If the original budget is not approved by the voters, the Board of Education may either resubmit the original or a revised budget to the voters for approval or adopt a contingency budget. If the Board decides to submit the budget to the voters a second time and the voters do not approve it, the Board will adopt a contingency budget and levy a tax for its implementation.

The contingency budget will fund only teachers' salaries and those items the Board determines constitute "ordinary contingent expenses." Ordinary contingent expenses include pre-existing legal obligations of the district, those expenditures specifically authorized by statute, and other items necessary to maintain the education program, preserve property and assure the health and safety of students and staff. A list of expenditures which have been determined to constitute ordinary contingent expenses is attached.

The contingency budget will be prepared in accordance with the statutory spending limits on the administrative component of the contingency budget and an overall district spending. Specifically, the monies in the administrative component of the contingency budget will not exceed either the percentage of the administrative component of the district's prior year's budget, or the percentage of the administrative component comprised in the last proposed defeated budget. In addition, the percentage increase in the district's total spending under the contingency budget in comparison to the district's total spending under the budget for the prior year will be limited to 120 percent of the consumer price index (CPI) or 4 percent whichever is less. In determining total district spending, the Board will disregard the following types of expenditures:

- expenditures resulting from a tax certiorari proceeding;
- expenditures resulting from a court order or judgment against the district;
- emergency expenditures that are certified by the Commissioner of Education as necessary as a result of damage to, or destruction of, a school building or school equipment;
- capital expenditures resulting from the construction, acquisition, reconstruction, rehabilitation or improvement of school facilities, including debt services and lease expenditures, subject to voter approval;
- expenditures attributable to projected increases in public school enrollment; and
- non-recurring expenditures in the prior year's budget.

In the event the Board elects or is required to adopt a contingency budget, it will pass a resolution officially doing so. That resolution will contain or refer to a statement which specified the projected percentage increase or decrease in total spending for the school year and which explains the reasons why the Board disregarded any portion of the increase in spending, in determining together, the contingency budget.

Before adopting the contingency budget, the Board shall refer it to the school attorney for review.

Adopted: November 15, 1989
Amended: January 28, 1998
ORDINARY CONTINGENT EXPENSES

Since the list of ordinary contingent expenses is continually evolving due to statutory change and administrative and judicial decisions, we are advised to check with our attorney.

Expenditures for legal obligations:
- debt service (both principal and interest payments)
- judgments from court and orders of the Commissioner of Education
- Social Security and retirement obligations as well as other payroll taxes and assessments; and other pre-existing contractual obligations

Expenses specifically authorized by statute:
- library books and other instructional for a school library
- expenditures for interschool athletics, field trips and other extracurricular activities
- transportation within all authorized mileage limits, including mileage limits adopted by the voters which deviate from the statutory mileage limits.
- textbooks
- supplies for sale, rental or loan to students
- expenses in connection with membership in the NYS School Boards Assoc.
- convention and conference expenses
- youth bureau, recreation and youth service projects, and other youth programs
- the district's share of BOCES services
- health and welfare services
- grants in aid received from either the state or federal government, other gifts, and insurance proceeds not involving the expenditure of local money
- nursery school
- kindergarten
- accident insurance for students
- in-service training for teachers
- eye safety devices

Other items necessary to maintain the educational program, preserve property and assure the health and safety of students and staff. The following is a partial list:
- necessary travel expenses of board members and employees on official business
- amount needed to pay for necessary legal services
- instructional supplies for teachers' use (regardless of program);
- necessary salaries for the necessary number of non-teaching employees;
- utilities, including fuel, water, light, power and telephone;
- use of school buildings for teachers' meetings and PTA meetings with school connected purposes;
- emergency repairs of school plant;
- maintenance of necessary sanitary facilities;
- necessary expenditures for complying with commissioner's regulations pertaining to such items as fire alarm system and fire escapes;
- temporary rental of essential classroom facilities;

Continued........
• certain expenses, such as for emergency repairs, or to equip a classroom or classrooms where it is essential to house additional students;
• required civil defense equipment;
• materials used in classes by students where uniformity is essential to the programs or to preserve health and safety;
• newspaper and periodical subscriptions for library and classroom use where essential for instruction or to preserve continuity of sets;
• options on land where the price of the option is nominal;
• expenditures necessary to advise voters concerning school matters;
• preliminary plans and specifications needed to submit propositions to voters; and
• staff necessary to the operation of the district.

Dated: January 28, 1998
BUDGET IMPLEMENTATION

The administration of the annual budget is an executive function which is the responsibility of the Superintendent of Schools and the administrative staff. Under the direction and control of the Superintendent, funds may be expended within budgetary appropriations without prior approval from the Board of Education. Extra-budgetary expenditures require prior Board approval.

The Superintendent and the Treasurer shall be responsible for the maintenance of such accounting records as are or may be required by the New York State Uniform System of Accounts for School Districts or the Board, or as otherwise deemed necessary. All of the various operational units in the school district shall be kept informed through periodic reports as to the status of their individual budgets.

Adopted: September 27, 1989
BUDGET TRANSFERS

The transfer of funds between and within functional unit appropriations of the General Fund is commonly required during the school year. The Superintendent of Schools, in accordance with the Regulations of the Commissioner of Education, is authorized to make budget transfers between line item accounts, so long as the transfer for any one item does not exceed ten (10) percent of the amount appropriated by the Board for that category. All transfers in excess of ten (10) percent require prior Board approval. The Superintendent will report any transfers to the Board as an information item at its next meeting.

Adopted: September 27, 1989
REVENUE

In an attempt to provide the best education possible to students within the limits of the resources available, the Board of Education may:

request adequate local funds for the operation of the school district. The amount of the local financial support requested, when added to State and Federal aid and revenue from all other sources, shall yield sufficient revenue to meet the total expenses of the school district.

2. accept all available State funds to which the district is entitled by law or through state regulations to support the programs that the district seeks to offer: and

3. accept all Federal funds that are available providing there is a specific need for them and matching funds that are required are available.

Adopted: September 27, 1989
LOCAL TAX LEVY

Sufficient local tax revenue shall be raised to meet the requirements of the total school district budget, less an amount equal to all other income sources available to the school district.

After August 1, and following receipt of the final equalization rate and assessment rolls, a tax levy shall be set which will generate that portion of the school district budget requirement to be provided at the local level. Separate tax rates shall be set for each of the townships within the townships within the school district. The Board of Education shall approve the tax levy and shall issue a warrant for the collection of taxes.

The Superintendent of Schools, in cooperation with the Tax Collector, shall set the tax collection schedule for the district. Tax collection shall be accomplished by mail or by direct payment to the place designated by the Board of Education.

Taxes will be collected during the first thirty (30) days with no penalty, during the second thirty (30) days with a two (2) percent penalty and for a least one day in November with a three (3) percent penalty as approved by the Board of Education so that uncollected taxes can be returned to the County Treasurer on November 15.

Upon resolution of the Board of Education, a list of all unpaid taxes shall be returned annually to the County Treasurer not later than November 15.

Adopted: September 27, 1989
PROPERTY TAX EXEMPTION FOR THE ELDERLY

Real property 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, one of whom is sixty-five years of age or over, shall be exempt from taxation to the extent of fifty (50) percent of the assessed valuation if the owners meet the criteria established annually by the Board. The current maximum income level is $13,000 (1999).

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.

REF: NYS Real Property Tax Law, Section 467 & 467A.

Adopted: February 13, 1991
STATE AID

The School District shall apply for and use funds provided by the State of New York for the educational benefit of the district. The district administration shall complete and return all state aid forms and worksheets to the State Education Department in a timely and accurate manner.

Adopted: September 27, 1989
FEDERAL FUNDS

The Board of Education shall consider whether to apply for any federal aid for which it is eligible. The administrative staff has the responsibility to evaluate federally funded programs, including their possible benefits to the children and youth in the school district, apprise the Board of the worth of each, and make recommendations accordingly. A separate federal aid fund shall be maintained to record all financial transactions in federally aided programs and projects. A separate checking account, distinct from all other district accounts, shall be maintained for federal funds.

Adopted: September 27, 1989
CHAPTER I, PSEN/PCEN PROGRAMS & SERVICES

The Milford Central School District participates in Chapter I (Federal) and PSEN/PCEN (State) funding programs to provide assistance to improve the educational opportunities of educationally deprived children by helping them:

1. Succeed in the regular program of the school district.
2. Attain grade level proficiency.
3. Improve achievement in basic and more advanced skills.

The administration, or its designee is charged with the responsible management of these programs and complete compliance. An annual report of student performance results will be presented to the Board of Education.

Adopted: October 28, 1992
1. **INVESTMENT POLICY PURPOSE:**
The Board of Education desires to provide the finest public education possible to the children within the District, compatible with the least cost to its taxpayers. To achieve this goal all sources of revenue, other than taxes, must be enhanced. Interest earnings offer a large potential alternative source of revenue.

The Board of Education desires that access School District monies, not needed for immediate payment of bills, be temporarily invested to earn a safe return as provided for within the Education Law, General Municipal Law, Local Finance Law and Banking Law. The criteria for investing School District monies, in order of priority, shall be:

1.1 **SAFETY** - Funds must not be lost to the School District.
1.2 **LIQUIDITY** - Appropriate amounts must be available for each payroll, debt service, and abstract date. No investment should mature later than the date the invested funds are anticipated to be needed and in no case, more than two years from date of purchase.
1.3 **YIELD** - The highest market interest rate available (other conditions being equal) is to be solicited.

2. **PRUDENCE:**
All participants in the investment process shall act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the school district's ability to govern effectively.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence would exercise in the management of their own affairs; not for speculation, but for investment, considering the safety of the principal as well as the probably 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.

3. **DIVERSIFICATION:**
The policy of the Board of Education is to reduce risk by diversifying deposits and investments by: (1) bank or trust company, (2) investment instrument, and (3) date of investment maturity.
4. **DELEGATION OF AUTHORITY FOR INVESTING SCHOOL DISTRICT MONEY AND SIGNING CUSTODIAL/SECURITY AGREEMENTS:** The Board of Education hereby specifically delegates the authority to sign the written security and/or custodial agreements with the designated banks and to make the day-to-day investment decisions within the guidelines and limitations of this policy resolution to the incumbent in the position title of:

4.1 Superintendent of Schools or  
4.2 District Treasurer

The above officers and administrators are hereby authorized to utilize the advisory services of municipal consulting firms in planning the timing, amount, maturity, bidding, placement, and reporting on any investments made hereunder.

5. **AUTHORIZED COMMERCIAL BANKS OR TRUST COMPANIES:** The Board of Education authorizes the use of the following commercial banks or trust companies (not savings banks or associations), located and authorized to do business in NY State, for placing investments and specifically prohibits using private brokerage or investment firms. Diversification of depositories increases the safety and total FDIC coverage of District monies. Consequently, to the extent practical, more than one bank or trust company will be utilized. The District must enter into a written Security Agreement and/or Custodial Agreement with each. (General Municipal Law § 10 & § 11, Education Law §1604-a, §1723-a, Local Finance Law §165.00 (b), Banking Law §107-a). (Specify at least three:)

- **Bank or Trust Company**
  
  5.1 NBT, Commons Dr., Cooperstown, NY  
  5.2 Community Bank, 145 Main St., Oneonta, NY  
  5.3 Key Bank, NA, Main Street, Oneonta, NY  
  5.4 And any other commercial banks or trust companies meeting the above requirements when bidding conditions warrant.

6. **AUTHORIZED INVESTMENT INSTRUMENTS:**

The Board of Education authorizes the following types of investment instruments for investing School District monies with commercial banks or trust companies authorized to do business in New York State:

- **Savings Accounts**
- **N.O.W. Accounts**
- **Money Market Deposit Accounts**
- **Super N.O.W. Accounts**
- **7 to 31-Day Accounts**
- **Certificates of Deposit**
- **Repurchase Agreements**
- **U.S. Treasury Bonds, Bills, Noes.**
- **Other investment instruments as may be approved by the Office of the State Comptroller from time to time.**
7. **FDIC INSURANCE AND OVERAGE COLLATERALIZATION:**
The primary objectives of this policy are to enhance the safety and availability of any School District monies invested. These objectives are partially met by FDIC insurance covering the first $250,000 of School District checking account deposits and an additional $250,000 for time or savings account deposits with any one specific commercial bank or trust company. (12 Code Federal Regulations 330.8)

Any amounts exceeding the FDIC insurance limit, as presently set or subsequently revised, are to be insured to the School District by requiring an allocation and pledging of appropriate collateral by the bank or trust company winning the bid for the investment. All investments must be bid specifying "with collateral". Written custodial and/or security agreements must be entered into with each bank or trust company (General Municipal Law, § 10 & § 11, Banking Law § 107-a) which require the custodial bank or trust company to keep the securities they purchased as collateral for the District separate and apart from the institution's own general assets. Banking Law requires the bank or trust company to comply in completing the written agreements.

8. **SECURITY AGREEMENT:**
The security agreement shall provide that eligible securities are being pledged to secure local government deposits together with agreed upon interest, if any, and any costs or expenses arising out of the collection of such deposits upon default. The security agreement 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 school district to exercise its rights against the pledged securities. In the event that the securities are not registered or inscribed in the name of the school district, such securities shall be delivered in a form suitable for transfer or with an "assignment in blank" to the school district or its custodial bank.

The security agreement and the custodial agreement may be combined in a single document pursuant to Section 10, 3, a of the General Municipal Law.

9. **CUSTODIAL AGREEMENT:**
The custodial agreement shall provide that securities held by the bank or trust company, or agent of and custodian for, the local government, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be co-mingled 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 of 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 school district a perfected interest in the securities.

10. **COLLATERAL:**
School District deposits and investments may be secured either by obligations or securities or, in whole or in part, by a surety bond or irrevocable letter of credit.
Surety bonds must be issued by an insurance company authorized to do business in this State, the claims-paying ability of which is rated in the highest rating category by at least two nationally recognized rating organizations. The surety bond must be equal to 100% of the aggregate amount of deposits and the agreed upon interest.

Eligible letters of credit will be those issued by a bank or trust company (other than the bank or trust company with which the investment is placed) with the deposits in favor of the government for a term not to exceed 90 days with an aggregate value equal to 140% of the aggregate amount of deposits and the agreed upon interest that either:

10.1 has commercial paper or other unsecured short-term debt obligations (or, in the case of a bank which is the principal subsidiary of a holding company, whose holding company has commercial paper and other unsecured short-term debt obligations) rated in one of the three highest rating categories by at least one nationally recognized rating organization; or

10.2 is in compliance with applicable minimum federal risk based capital requirements.

11. ELIGIBLE SECURITIES FOR COLLATERAL PURPOSES:

The current market value of collateral utilized must equal or exceed the value of the collateralized deposits. The currently permitted collateral may be subsequently supplemented by new instruments when approved by the Office of the State Comptroller. Permissible collateral includes (General Municipal Law §11, 31 CFR, 203.15):

11.1 United States obligations.

11.2 Obligations of United States agencies, subdivisions, or departments, where payment of principal and interest is guaranteed or insured by the United States.

11.3 Obligations of New York State.

11.4 Obligations of New York municipal corporations, school districts, or district corporations of the State of New York.

11.5 Obligations issued or guaranteed by United States agencies or government sponsored corporations.

11.6 Obligations of states other than New York rated in one of the three highest rating categories by at least one nationally recognized rating agency.

11.7 Obligations of non-New York local governments having the power to levy taxes that are backed by the full faith and credit of the entity and rated in one of the three highest rated categories by at least one nationally recognized rating agency.

11.8 Obligations of domestic corporations rated in one of the two highest rated categories by at least one nationally recognized rating agency.

11.9 Commercial paper and bankers' acceptances issued by a bank other than the depository bank, having maturities not to exceed 60 days and rated in the highest short term rating category by at least one nationally recognized rating agency.

11.10 Certain mortgage-backed securities.

All investment obligations shall be payable or redeemable at the option of the school district within such times as the proceeds will be needed to meet expenditures for purposes for 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 school district within two years of the date of purchase.
12. **TRANSFER OF FUNDS:**
The Board of Education specifically authorizes the designated officials the authority to use electronic transfer of funds, among the approved banking institutions, to assist in obtaining "federal funds" enhanced interest rates. Each such transfer shall be specifically identified in the original journal entry as a "wire transfer" and subsequently supported by the bank statement or confirmation notice to provide an audit trail.

13. **SAFEKEEPING:**
The Board of Education specifically authorizes the designated officials the authority to turn over the physical custody of Certificates of Deposit and other evidences of investments for "safekeeping" possession to the bank, as provided in General Municipal Law §11(3), to facilitate access to funds at maturity and to eliminate having bearer certificates in the District offices.

14. **CO-MINGLING OF FUNDS:**
The co-mingling of various funds into a single common investment is specifically authorized provided that the separate identity of each fund is maintained and the proportionate share of interest is allocated to each upon maturity of the investment. (General Municipal Law §10 & §11).

15. **WRITTEN REPORTS:**
All investments shall be documented in written reports to the Superintendent, for subsequent presentation to the Board of Education outlining the details of each investment including: the amount, dated and maturity dates, interest rate and the unsuccessful quotes received thereon. When investments are placed these reports should be presented no less than monthly (General Municipal Law § 10).

Adopted: November 25, 1986
Amended/Revised: September 8, 1999
Amended/Revised: December 17, 2015
MILFORD CENTRAL SCHOOL
BORROWING POLICY

I. BORROWING PURPOSES AND DEBT INSTRUMENTS:

1.2 The Local Finance Law authorizes OPERATING BORROWINGS to cover cash-flow shortfalls including: Revenue Anticipation Notes, Tax Anticipation Notes, or Budget Notes. These types of borrowings must be authorized by the Board of Education through the adoption of a formal Borrowing Resolution.

1.3 CAPITAL BORROWINGS may include Bond Anticipation Notes, Statutory Installment Bonds, and Serial Bonds. These borrowings are only authorized for items for which a Period of Probable Usefulness has been established by the New York Legislature through Section 11.00 of the Local Finance Law. These borrowings, generally, may only be undertaken after a positive public majority vote at the Annual or special election. The Board of Education must formalize the authority for the indebtedness by adopting a legally complete formal BOND RESOLUTION prior to any borrowing. The text of the Bond Resolution, vote and legal notices should be prepared by a recognized bond counsel. The Board of Education hereby delegates its authority to set the terms and conditions of any borrowing to the President of the Board of Education, as Chief Fiscal Officer of the District.

2. BORROWING PROCEDURES:
The Superintendent, assisted by his staff and the District Financial Consultant, shall make recommendations to the Board of Education on the timing, bidding, terms and conditions of, placement and reporting on any borrowings. Operating borrowing recommendations shall be supported by a monthly cash flow estimate covering the time thereof and establishing the amount of such borrowing. The Superintendent is authorized to solicit and use the services of a Financial Consultant and Bond Counsel in planning and completing any borrowing to optimize the number of potential quotes and obtain lower market interest rates.

3. WRITTEN REPORTS:
All borrowings shall be documented in written reports outlining the details of each borrowing and the interest rate quotes received thereon. The written report shall first be presented to the Superintendent who shall report thereon at the next regularly scheduled Board meeting.

4. LEGAL OPINION:
The use of a recognized "Red Book" Bond Counsel is hereby approved to draft the legal notices, resolutions, borrowing, instruments, and render his approving Legal Opinion on the legality and tax status of the debt instrument.

Adopted: November 25, 1986
Amended/Revised: September 8, 1999
CASH IN SCHOOL BUILDING

Not more than $500, whether District or extra-classroom funds, shall be held in the vault in the main office. 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 extra-classroom funds shall be deposited prior to close of school each week. Only authorized personnel designated by the Superintendent shall be allowed in the main office vault.

Adopted: November 29, 1989
Amended: June 11, 2015
ONLINE BANKING SERVICES

The transferring of funds via online banking services between the various accounts and transfer of funds from District accounts to non-district accounts for various purposes are financial transactions to be properly monitored and controlled.

The following are online banking activities the District engages in:

1. Viewing bank account information
2. Interfund transfers
3. The remittance of employee payroll tax withholdings and other deductions
4. The paying of the District’s debt obligations
5. The remittance of employee payroll deposits
6. Transfer of district funds into investments
7. Receipt of funds from individuals, other institutions, State and Federal governments

The district Business Manager/Treasurer with a separate established user name and password will have the authority to administer the level of transaction permissions and to process online banking transactions. The district Deputy Treasurer and Account Clerk, with separate established user name and passwords will have the authority to process online banking transactions upon review and approval of the Business Manager/Treasurer. Online banking will only take place on secure District computers located inside the Treasurer’s or Business Office.

To verify the accuracy and legitimacy of online banking requests of funds exiting designated bank accounts at the bank funds were originally on deposit, the District will delineate an approval process. Prior to the online banking transaction, the documentation to support the transaction will be reviewed and approved by another Business Office authorized personnel, ensuring dual approval controls. Once the online banking transaction (more specifically, Wire Transfers) has been initiated within the online banking system, and prior to release of the funds, the Internal Claims Auditor will review documentation and confirm the transfer includes appropriate signatures, verification, and authorization of proper personnel.

First Reading: May 28, 2015
Adopted: June 11, 2015
Amended: August 27, 2015
NON-RESIDENT TUITION

The Board of Education will establish a tuition rate for nonresident pupils each year, using the formulas provided by the State Education Department in calculating the tuition rates. This formula will also be used to charge any other school district for such services that may be provided for such non-resident pupils by the district.

The admission of non-resident students is subject to the availability of classroom space for such students.

Adopted: September 27, 1989
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.

Adopted: November 29, 1989
The purpose of these Post-Issuance Tax Compliance and Continuing Disclosure Policies and Procedures is to establish policies and procedures in connection with tax-exempt notes and bonds, or installment purchase agreements, or other tax-exempt or tax-advantaged debt obligations (referred to herein in each case as the "Bonds") issued by, or on behalf of, the Milford Central School District (the "Issuer") so as to maximize the likelihood that certain applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of the Bonds are met and so as to likewise maximize the likelihood that certain applicable post-issuance requirements of the federal securities laws Rule, hereinafter defined, are met. The Issuer reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as circumstances warrant, and as permitted by applicable law. The Issuer also reserves the right to change these policies and procedures from time to time. The Issuer shall review and reconfirm and re-adopt these policies and procedures not less frequently than annually at the same time it adopts or re-adopts its other ongoing policies and procedures.

**Post-Issuance Tax Compliance Requirements**

**External Advisors/Documentation**

The Issuer shall consult with bond counsel and other legal counsel and with its financial advisor and other advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that the Bonds will continue to qualify for tax-exempt status. Those requirements and procedures shall be documented in the tax arbitrage certificate (the "Arbitrage Certificate") and/or other documents finalized at or before issuance of the Bonds. Those requirements and procedures shall include future compliance with applicable arbitrage rebate or yield restriction requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of the Bonds.

When authorized or required in the Arbitrage Certificate, the Issuer shall engage expert advisors, which may include the financial advisor to the Issuer (each a "Rebate Service Provider"), to assist in the determination of whether yield restriction is required or in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds, unless the Arbitrage Certificate documents that arbitrage rebate or yield restriction will not be applicable to an issue of Bonds. When authorized or required by the Arbitrage Certificate, the Issuer shall engage bond counsel for consultation to assist the Issuer in meeting its obligations in the Arbitrage Certificate.

The Issuer shall prepare regular, periodic statements regarding the investments and transactions involving Bond proceeds.
Arbitrage Rebate and Yield

Unless the Arbitrage Certificate documents that arbitrage rebate will not be applicable to an issue of Bonds, the Issuer shall be responsible for:

- engaging the services of a Rebate Service Provider and, prior to each rebate calculation date, delivering periodic statements concerning the investment of Bond proceeds to the Rebate Service Provider;
- providing to the Rebate Service Provider additional documents and information reasonably requested by the Rebate Service Provider;
- monitoring efforts of the Rebate Service Provider;
- assuring payment of required rebate amounts, if any, no later than 60 days after each 5-year anniversary of the issue date of the Bonds, and no later than 60 days after the last Bond of each issue is redeemed;
- during the acquisition and construction period of each capital project financed in whole or in part by Bonds, monitoring the investment and expenditure of Bond proceeds and consulting with the Rebate Service Provider to determine compliance with any applicable small issuer or spending exceptions from the arbitrage rebate requirements during each 6-month spending period up to 6 months, 18 months, 24 months, or 36 months, as applicable, following the issue date of the Bonds; and
- retaining copies of all arbitrage reports and spending or investment statements as described below under "Record Keeping Requirements."

Use of Bond Proceeds and Bond-Financed or Refinanced Assets The Issuer shall be responsible for:

- monitoring the use of Bond proceeds and the use (including, with particular sensitivity, any use or potential for use by any person or entity other than a governmental unit, such as, a private entity or not-for-profit entity) of Bond-financed or refinanced assets (e.g., facilities, furnishings or equipment) throughout the term of the Bonds to ensure compliance with covenants and restrictions set forth in the Arbitrage Certificate relating to the Bonds;
- maintaining records identifying the assets or portion of assets that are financed or refinanced with proceeds of each issue of Bonds, including a final allocation of Bond proceeds as described below under "Record Keeping Requirements";
- consulting with bond counsel and other legal counsel and with the financial advisor or other advisors in the review of any contracts or arrangements involving the transfer, or sale, or lease or other use of all or any portion of Bond-financed or refinanced assets to ensure compliance with all covenants and restrictions set forth in the Arbitrage Certificate relating to the Bonds;
- maintaining records for any contracts or arrangements involving the use of Bond-financed or refinanced assets as described below under "Record Keeping Requirements";
conferring at least annually with personnel responsible for Bond-financed or refinanced assets to identify and discuss any existing or planned use of Bond-financed or refinanced assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the Arbitrage Certificate relating to the Bonds; and

• to the extent that the Issuer discovers that any applicable tax restrictions regarding use of Bond proceeds and Bond-financed or refinanced assets will or may be violated, consulting promptly with bond counsel and other legal counsel and with the financial advisor or other advisors to determine a course of action to remediate all nonqualified bonds, if such counsel or advisor advises that a remedial action is necessary.

All relevant records and contracts shall be maintained as described below.

Due Diligence Monitoring Compliance

The board of the Issuer will identify in writing the appropriate business official(s) or other individual(s) or employee(s) of the Issuer responsible for conducting due diligence review of all outstanding Bonds at regular intervals and will provide a written description of the training provided, or to be provided, to such responsible individual(s) with regard to monitoring compliance and the Issuer shall maintain a record of such training, including the date(s) of attendance and a general description of the training received. The Issuer will assure adequate maintenance of training of the responsible official/employee and will establish such monitoring procedures, with timely reporting to the chief fiscal officer and/or to the Finance Board of the Issuer, reasonably expected to timely identify tax law noncompliance and procedures ensuring that the Issuer will take steps to timely correct any and all discovered noncompliance with the tax law. If the Issuer engages in an activity causing bond-financed property to be used in a manner that violates the applicable use and payment limitations in the internal revenue code, the Issuer may take one or more "self-help" remedial actions. Possible remedial actions include defeasing the non-qualified portion of the outstanding Bonds or using the amounts realized from a sale of bond-financed property for another qualifying use; and if the Issuer fails to timely identify noncompliance early enough to qualify for self-help remedial actions or for matters in which self-help is not available, the Issuer can approach the IRS under its VCAP program which is described in more detail in IRS Notice 2008-31 and Internal Revenue Manual Sections 7.2.3.

The Issuer is aware of its ability, pursuant to Revenue Service Notice 2008-31, as it may be modified by the IRS from time to time, to request a voluntary closing agreement with the IRS to correct failures on the part of the Issuer to comply with the federal tax rules related to tax-exempt debt issuances.

Whenever possible, monitoring of tax law compliance will be integrated with the Issuer's accounting systems so that those who directly manage Bond-financed or refinanced assets will be prompted to identify relevant facts at the time any changes are contemplated and to communicate such plans to the appropriate finance officials of the Issuer.
**Record Keeping Requirement**

The Issuer shall be responsible for maintaining the following documents for the term of each issue of Bonds (including refunding Bonds, if any) plus at least three years:

- a copy of the Bond closing transcript(s) and other relevant documentation delivered to the Issuer at or in connection with closing of the issue of Bonds;

- a copy of all material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) construction contracts, purchase orders, invoices, and payment records, as well as documents relating to costs reimbursed with Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds, including a final allocation of Bond proceeds;

- a copy of all contracts and arrangements (such as, leases, subleases, management or other service agreements, research contracts, joint venture arrangements, and the like) involving the use of Bond-financed or refinanced assets;

- a copy of all expenditures of Bond proceeds for project expenses and records of all investments, arbitrage reports and underlying documents, including bank statements and copies of all investment bidding documents, if any;

- a copy of expenditure reimbursements incurred for expenditures paid prior to issuing the Bonds; and

- a copy of audited financial statements.

**Post-Issuance Continuing Disclosure**

Under the provisions of SEC Rule 15c2-12 (the "Rule"), Participating Underwriters (as defined in the Rule) are required to determine that each borrower (such as the Issuer) has entered into a written Continuing Disclosure Agreement to make ongoing disclosure in connection with each debt offering subject to the Rule. Unless the Issuer is exempt from compliance with the Rule or the continuing disclosure provisions of the Rule as a result of certain permitted exemptions, the transcript of closing documentation for each issue of related Bonds will include a Continuing Disclosure Agreement executed by the Issuer ("Continuing Disclosure Agreement").

In addition to the responsibilities of the Issuer set forth in each Continuing Disclosure Agreement, in order to monitor compliance by the Issuer with its Continuing Disclosure Agreements, the appropriate business official(s) or other individual(s) or employee(s) of the Issuer, as designated in writing by the board of the Issuer, will:

A. Assist in the preparation or review of annual reports of financial information and operating data ("Annual Reports") in the form required by the related Continuing Disclosure Agreements.
B. Maintain a calendar, with appropriate reminder notifications, listing the filing due dates relating to dissemination of Annual Reports, which annual due date is generally expressed as a date within a certain number of days (e.g., 180 days) following the end of the Issuer's fiscal year (the "Annual Report Due Date"), as provided in the related Continuing Disclosure Agreements.

C. Ensure timely dissemination of the Annual Report by the Annual Report Due Date, in the format and manner provided in the related Continuing Disclosure Agreements, which may include transmitting such filing to the Municipal Securities Rulemaking Board ("MSRB") through the Electronic Municipal Market Access ("EMMA") System at www.emma.msrb.org in the format prescribed by the MSRB.

D. Monitor the occurrence of any event notice (as described in the Continuing Disclosure Agreements) and timely file notice of the occurrence of any such event in the manner provided under the Continuing Disclosure Agreements. Maintain an ongoing, updated list of all "financial obligations" of the Issuer, as defined in the Rule so as to be in a position to timely file any event notice that may be required by the Rule. To be timely filed, any and all such event notices must be transmitted within 10 business days (or such other time period as set forth in the Continuing Disclosure Agreements) of the occurrence of such event.

E. Ensure timely dissemination of notice of any failure to provide the required Annual Report on or before the date specified in the Continuing Disclosure Agreement, if and as required by the Continuing Disclosure Agreement, and ensure that each official statement of the Issuer describes any instances in the previous five years in which the Issuer failed to comply, in all material respects, with any previous Continuing Disclosure Agreement.

F. Monitor the performance of any dissemination agent(s) engaged by the Issuer (which may include the financial advisor to the Issuer) to assist in the performance of any obligation under the Continuing Disclosure Agreements.

The Issuer shall provide, or cause to be provided, periodic training of such business official(s) or other individual(s) or employee(s) of the Issuer regarding continuing disclosure obligations pursuant to the Rule to ensure compliance with the federal securities laws and shall maintain a record such training, including the date(s) of attendance and a general description of the training received.

Adopted: August 27, 2015
Re-Adopted: December 10, 2020
DEPOSITORIES OF FUNDS

The school district funds shall be deposited only in depositories duly designated by the Board of Education. The designated depositories are required to fully collateralize all deposits.

Adopted: October 11, 1989
AUTHORIZED SIGNATURES

The Board of Education authorizes the single signature of the District Treasurer on all district checks for the payment of all salaries, bills, expenses, obligations, and liabilities of the district. In case of the Treasurer's absence or inability to perform his/her duties, the deputy treasurer is authorized to sign in his/her place and stead. Extra-classroom activity checks shall be signed by the Comptroller of the extra-curricular activity fund.

The Board authorizes the district clerk, treasurer and President of the Board to sign such contracts, documents, paper, agreements, writings and other instruments in writing as are authorized by the Board or required by law to be executed.

In the absence or inability of the President of the Board to sign any of the above documents, the Vice President of the Board is authorized to sign in his/her place and stead.

Adopted: October 11, 1989
BONDED EMPLOYEES AND OFFICERS

No money other than petty cash shall be kept in any school building overnight. The Superintendent of Schools shall inform all employees of this requirement and enforce this policy.

School employees are held personally responsible for funds which they collect during the course of their assigned duties and responsibilities.

All school employees, officials and members of the Board of Education authorized to sign checks or required to handle school funds will be covered by a blanket bond furnished by the school district in such amounts as recommended by the Superintendent.

Adopted: October 11, 1989
ACCOUNTING SYSTEM

The district will use the Uniform System of Accounts for School Districts, a double-entry accounting system which is recommended by the New York State Education Department and the Department of Audit and Control. Accounts will reflect expenditures by function, and objects of expense coded in detail by program.

This standard accounting system may be supplemented by any additional accounts or records that may be useful in yielding fiscal information that might enhance fiscal decision-making by the Board.

The accounting system will:
1. Safeguard school district funds from loss, theft, waste or misuse;
2. Promote budgetary control;
3. Provide information that is necessary in policy formulation;
4. Provide information that is necessary to the public and the school system;
5. Provide necessary data for state reports; and
6. Show compliance with legal mandates.

Adopted: October 11, 1989
TYPES OF FUNDS

The Board of Education will designate various district funds to ensure the proper deposit and expenditure of monies. These funds include the following:

a. General fund
b. Cafeteria fund
c. Capital fund
d. Payroll fund
e. Trust and Agency fund; and
f. Tax certiorani fund.

Adopted: October 11, 1989
FINANCIAL REPORTS AND STATEMENTS

The Superintendent of Schools will keep the Board of Education informed in a timely manner about the financial status of the district. The Superintendent should highlight any deviation in actual fiscal conditions from planned fiscal conditions and offer recommendations to the Board to remedy the situation.

The district will cooperate with governmental agencies by complying with their requests for data concerning the fiscal operations of the district.

The District Treasurer shall prepare and submit, through the Superintendent, to the Board and the Commissioner of Education, such reports as are prescribed by law.

Reports shall include:

**Title of Report**

1. Trial Balances of all operating funds Monthly
2. Encumbrance report by functional units Monthly
3. Real Property tax collections Monthly
4. General fund investment program Monthly
5. Treasurer's financial reports Monthly
6. Warrants-General fund, Lunch fund, Capitol fund Monthly
7. Revenues, General fund Monthly
8. Detailed encumbrance report - General fund Quarterly
9. Year-end financial report Annually
10. Comparative balance sheet of all operations Annually
11. Cost Analysis

Adopted: October 11, 1989
PUBLICATION OF THE DISTRICT'S FINANCIAL STATEMENT

The Board of Education shall direct the Business Official to publish a full and detailed account of all monies 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.

Adopted: November 29, 1989
INVENTORIES

In accordance with "The Uniform System of Accounts for School Districts" and the recommendations of the State Comptroller's Office, an inventory of fixed assets and other equipment and property of the district shall be maintained by the Business office with the cooperation of all building and department administrators.

The Business office shall maintain a system of internal controls for all fixed assets and other inventoried district property, including a property register which shall be updated on an ongoing basis. The Business office may use the assistance of outside advisors or appraisers in carrying out this responsibility.

Adopted: October 11, 1989
INTERNAL AUDITOR

The Board of Education will designate and appoint an internal auditor for the district. The internal auditor shall serve at the pleasure of the Board.

The internal auditor is responsible for formally examining, allowing or rejecting all accounts, charges, claims or demands against the school district. The auditing process should determine:

1. That the proposed payment is for a valid and legal purpose;
2. That the obligation was incurred by an authorized district official;
3. That the items for which payment is claimed were in fact received, or, in the case of services, that they were actually rendered;
4. That the obligation does not exceed the available appropriation; and
5. That the submitted voucher is in proper form, mathematically correct, does not include previously paid charges, and is in agreement with the purchase order or contract upon which it is based.

Adopted: October 11, 1989
INTERNAL CLAIMS AUDITOR (REGULATIONS)

Along with the signatures of the officer giving rise to the claim, the internal claims auditor should be instructed to look for the following items:

a. No claim should be approved unless the three following signatures are evident:
   1. Purchasing agent authorizing the purchase order.
   2. Receiver denoting that the order was complete and acceptable.
   3. Officer giving rise to the claim that the contract was completed and ready for audit.

b. In the case of claims other than those generated by purchase orders, the signatures that should be evident are:
   1. the individual authorized to initiate the claim such as director of athletics for hiring referees and chief school officer for travel or attendance at conferences.
   2. the claimant.
   3. again, signature of the one who authorized the claim to show that the service had been completed.

c. Taxes should not be paid other than those of another state or federal taxes.

d. Proper documentation on each claim.

e. Compare invoice with purchase order.

f. Extensions should be checked for mathematical accuracy.

  g. If discounts have been offered, that they have been taken.

h. Determine that the charges are not duplicate

i. See that voucher is properly itemized.

j. Determine whether the claims meet the requirements of board policy where applicable.

Adopted: November 28, 1990
PETTY CASH/PETTY CASH ACCOUNTS

One petty cash fund shall be established at the school office, for the purchase of materials, supplies or services under conditions requiring immediate payment. A separate petty cash fund shall be established for tax collection purposes only from August to November yearly.

The amount of each fund will not exceed $100. The Board of Education, upon the recommendation of the Superintendent of Schools, shall appoint a bursar for each petty cash fund who shall administer and be responsible for such fund.

Receipts and cash-on-hand must always total the authorized fund amount. All disbursements from such funds are to be supported by receipted bills, paid out slips or other evidence documenting the expenditure.

Payments may be made from petty cash for materials, supplies, or services only when payment is required on delivery. Reimbursement of petty cash funds, up to the extent of expenditures, will be made periodically upon submission of a report of expenditures with appropriate documentary support. Each fund will be closed at the end of the school year.

REF: Education Law 1604(26); 1709(29)
Commissioner's Regulations: 170.4

Adopted: October 11, 1989
Amended: November 28, 1990
PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and related services. The purchasing function will be centralized in the Treasurer's office under the general supervision of the Purchasing Agent designated by the Board of Education.

It is the goal of the Board to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law. The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding $10,000 and public work contracts involving an expenditure of more than $20,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Similar procurements to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid.

Goods and services which are not required by law to be procured by the district through competitive bidding following advertisement will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

To ensure satisfaction of these requirements related to purchases of $10,000 and below the district shall:

1. On purchases of $3,000 to $10,000 obtain three written quotations from qualified bidders. Written quotations received shall be included in the procurement record.
2. On purchases of $1,000 to $3,000 obtain three telephone quotations from qualified bidders which shall be recorded in the procurement record.
3. On purchases below $1,000 the individual shall document the basis for the selection of the vendor from which the item was purchased. The individual purchasing the item must provide a statement/reason for selecting the vendor.

Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, except for procurements:

1. under a county contract;
2. under a State contract;
3. of articles manufactured in State correctional institutions; or
4. from agencies for the blind and severely disabled.

The district's purchasing activity will strive to meet the following objectives:

1. to effectively supply all administrative units in the school system with needed materials, supplies, and contracted services;
2. to obtain materials, supplies and contracted services at the lowest prices possible consistent with the quality and standards needed as determined by the Purchasing Agent in cooperation with the requisitioning authority. The educational welfare of the students is the foremost consideration in making any purchase;
3. to ensure that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the district.
4. to maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions; and
5. to ensure, through the use of proper internal controls, that loss and/or diversion of district property is prevented.
Opportunities shall be provided to all responsible suppliers to do business with the school district. Suppliers whose place of business is situated within the district may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors.

Purchases will be made through available cooperative BOCES bids, State contracts of the Office of General Services or county contracts whenever such purchases are in the best interests of the district. In addition, the district will make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

The district will provide justification and documentation of any contract awarded to a bidder other than the lowest responsible dollar offer or setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of section 104-b of the General Municipal Law.

The Purchasing Agent will not be required to secure alternative proposals or quotations for:

1. emergencies where time is a crucial factor;
2. procurements for which there is no possibility of competition (sole source items);
3. procurements of professional services, which, because of the confidential nature of the services, do not lend themselves to procurement through solicitation; or
4. very small procurements when solicitations of competition would not be cost-effective.

The Superintendent of Schools, as the Purchasing Agent, shall be responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the district. Such procedures shall comply with all applicable laws and regulations of the State and the Commissioner of Education.

No Board member, officer, or employee of the school district shall have an interest in any contract entered into by the Board or the district, as provided in Article 18 of the General Municipal Law.

Comments will be solicited from those administrators involved in the procurement process before enactment of the district's policies regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All district policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the district's policies regarding procurement will not be grounds to void action taken or give rise to a cause of action against the district or any officer or employee of the district.
PURCHASING (REGULATIONS)

The purchasing agent is authorized to issue purchase orders without prior approval of the Board when formal bidding procedures are not required by law and budget appropriations are available to cover such obligations.

The purchase order will be made out in quadruplicate in the business office and signed by the purchasing agent.

REQUISITIONS:
The Superintendent will designate those staff members who may be "requisitioners," that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations. Each requisitioner will be responsible for limiting his/her requisition to the amounts appropriated for his/her unit.

Only forms provided by the purchasing agent will be used by the requisitioner. Items not specifically included on standard supply lists will be requisitioned on the regular requisition form. The number of requisitions will be kept to a minimum. They will be submitted to conform with the purchasing schedule.

A requisition, to be considered appropriate for processing, will meet the following requirements:
1. Be issued by and bear the signature of an authorized requisitioner.
2. Contain adequate information.
3. Be verified for adequacy of budgetary appropriation.
   Have the approval of the superintendent (or the administrator designated with this responsibility).

Both copies of approved requisitions will be submitted to the purchasing agent. Purchase orders will include the following essentials:
1. A specification which adequately describes to the supplier the characteristics and the quality standards of the item required.
   A firm, quoted, net delivered price, whenever possible. Prices will be shown per unit and extended.
   Clear delivery instructions, including place and time.
4. Signature of purchasing agent.
5. Budget account code number.

Confirmation orders - verbal order, subject to subsequent confirmation by a written purchase order - may be issued when an emergency situation exists that can be handled only by this procedure.
1. Whenever possible a purchase order number should be given to the supplier.
2. A confirming requisition will be issued immediately thereafter. This will be marked "Confirmation," indicating the purchase order number if one was given.

Adopted: November 29, 1989
PURCHASING AUTHORITY

The Board of Education designates the Superintendent as the Purchasing Agent for the School District. The Superintendent will be responsible for administering all purchasing activities and ensuring the quality and quantity of purchases made by the district.

All purchases shall be made through the Treasurer’s office by the Purchasing Agent or his/her designee, subject to the approval of the Superintendent of Schools.

The Purchasing Agent is authorized to issue purchase orders without prior approval of the Board when formal bidding procedures are not required by law and budget appropriations are adequate to cover such obligations.

The Purchasing Agent, with the assistance of all staff members, shall develop and maintain a standard list of commonly needed school supplies and materials.

The Purchasing Agent shall be responsible for preparing all bid specifications and a statement of general bidding conditions to be included in every notice or invitation to bid. If there are questions concerning specifications, the Purchasing Agent will consult with the requisitioner to clarify the matter so as to ensure that the appropriate goods or services are obtained.

Adopted: October 11, 1989
BIDDING REQUIREMENTS

The Superintendent has the authority to prepare, advertise and open bids for all purchase contracts and contracts for public work, if formal competitive bidding is required by Section 103 of the General Municipal Law.

The Superintendent of Schools, will be responsible for the development and administration of regulations for the competitive purchasing of goods and services by the school district in compliance with the requirements of the General Municipal Law.

Adopted: October 11, 1989
COOPERATIVE PURCHASING

The Board of Education endorses the concept of cooperative purchasing when such method is in the best interest of the school district. The Purchasing Agent designated by the Board is authorized to explore the possible purchasing ventures with other school districts and municipalities. All proposals and contracts for cooperative purchasing ventures shall be submitted to the Board for consideration and approval.

Adopted: October 11, 1989
STATE AND COUNTY PURCHASES

Whenever it is feasible and in the best interests of the school district, purchases of materials, supplies or equipment (except printed material), in excess of five hundred dollars ($500), shall be made through New York State and County Government contracts.

The school district may purchase, without bidding, and whenever prices and quality are equal, any suitable products or services (as determined by the Commissioner of General Services) which are manufactured, assembled, produced or provided by the blind or other severely handicapped persons from approved, qualified charitable or nonprofit making agencies. The same purchasing policy shall apply to items made in the facilities under the jurisdiction of the New York State Department of Correction.

Adopted: October 11, 1989
VENDOR RELATIONS

PROCUREMENT

All vendors and suppliers shall be provided with an opportunity to supply the school district's need for goods and services.

The Board of Education will give a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats. For the purposes of this policy, 'alternative format' means 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, as defined in the regulations of the Commissioner.

The Purchasing Agent will develop and maintain lists of potential suppliers and bidders for the various types of material, equipment, supplies and services required by the school district. A mailing list shall be established for the distribution of specifications and notices or invitations to bid. Any supplier or vendor may be included in the list upon request.

All vendor representatives who visit the school district on legitimate business shall be accorded prompt and courteous treatment. District purchasing personnel shall insist on and expect honesty in sales representations, whether offered verbally or in writing, or by a submitted sample.

Adopted: October 11, 1989
First Reading: December 12, 2002
Amended: Adopted January 9, 2003
SALES CALLS AND DEMONSTRATIONS

Sales calls and demonstrations are encouraged by the Board of Education to enable the staff to be kept abreast of material, equipment and services that are available and which may be beneficial to the school district. These calls or demonstrations must be scheduled at times that do not interfere with the orderly operation of the school district.

Adopted: October 11, 1989
PAYMENT PROCEDURES

Not less than monthly, the Treasurer shall prepare a schedule of bills which have been properly documented for payment. This schedule shall be presented to the Internal Auditor and Purchasing Agent for review and approval of payment.

All payments of approved vouchers by the school district shall be by numbered check from the proper account.

Payment of any claims against the school district shall be made only upon verification of the following:
1. the claim is the result of an authorized purchase;
2. the receipt of goods or services, for which the claim has been submitted, is verified by an authorized employee of the school district;
3. the claim is calculated properly and complies with all applicable contractual agreements and conditions; and
4. proper accounting procedures have been followed.

The Purchasing Agent shall establish the necessary procedures and forms for the prompt, efficient and responsible processing of claims for payment.

REF: Education Law 1709(20-a); 1718; 1719; 1720; 1804; 1950; 2122; 25231, 15241, 25261, 2554(2-a)1, 25621, 2580.

Adopted: October 11, 1989
Amended: November 28, 1990
PAYROLL PROCEDURES

A duly certified payroll is one that has been examined and approved by the Superintendent, or in his/her absence, the Clerk of the Board. It shall be the responsibility of the Treasurer and his/her staff to prepare all payrolls.

The internal auditor also will periodically test the district payrolls to verify accuracy and appropriateness.

Adopted: October 11, 1989
Amended: February 13, 1991
STORAGE OF CHECKS & DISBURSEMENT

Upon delivery of blank checks or extra-class disbursement forms the Treasurer and/or extra-class fund Treasurer/Comptroller shall place said items in the school vault for safekeeping.

Adopted: February 13, 1991
EXPENSE REIMBURSEMENT

I. Travel - Mileage will be paid at the IRS established rate, plus tolls.

II. Lodging - Full reimbursement for lodging will be made. If a state or national conference hotel block housing has been secured and the attendee chooses a hotel not on that list, reimbursement for such lodging shall not exceed the conference hotel rate. A proper receipt must accompany each request for lodging reimbursement. No reimbursement can legally be made for NYS room taxes; tax exemption forms must be used. Reimbursement for personal phone calls made from a hotel cannot be made; please use a credit card.

III. Meals - Actual or anticipated meal expenses (including gratuities) may be claimed to a maximum of $50/day. Attendees at a conference may draw the daily allowance prior to the conference but must submit completed expense vouchers upon return. For actual expenses, restaurant stubs showing the amount and bearing the name of the restaurant will be sufficient.

Maximum reimbursement for partial day expenses shall be based upon maximum meal allowances of $10 for breakfast, $14 for lunch, and $26 for dinner. Purchases of alcoholic beverages shall not be reimbursed.

IV. Parking - Actual parking expenses may be claimed and shall be accompanied by a receipt.

V. American Plan - For attendance at conferences where all expenses of room and board are included in a daily rate, reimbursement shall be at that rate with a receipt submitted.

VI. Claim Form - Substantiation for expenses must be on a claim form signed by the individual who is to receive reimbursement. This form shall clearly itemize all expenses and shall note the purpose of the trip. Receipts for room and other major items must be attached.

VII. Conference Request - All personnel must have at least two weeks prior written approval of the Superintendent of Schools; forms are available in the main office. Only in most unusual cases will approval be made if such advance notice is not given.
VIII. **Advanced Expenses** - Upon 30 days prior application, advances of money for estimated expenditures for registration fees, travel, meals, lodging and tuition fees may be approved by the Superintendent of Schools and made to a person authorized to attend a conference provided itemized vouchers showing actual expenditures are submitted after such attendance and monies advanced in excess of such expenditures are refunded to the district or expenditures in excess of such estimates are audited and paid by the district. Where our officer or employee fails to return such excess advance at the time of submitting the itemized voucher or upon demand after audit of such voucher, the district shall deduct the amount of such unreturned excess advance from the salary or other money owed the officer or employee by the district.

Adopted: October 11, 1989
Amended: First Reading: February 28, 2000
Adopted: March 8, 2000

Milford Central School District P.O.
Box 237, West Main Street Milford, NY 13807
Superintendent of Schools: ______________________________

ADMINISTRATOR REIMBURSEMENT DOCUMENTATION

Date of Meal ______________________________

Amount submitted for reimbursement *

Location ________________________________________________

Purpose ________________________________________________

Names and roles of guests __________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

*Attach restaurant receipt.

I certify that this request for meal reimbursement does not include any costs for alcoholic beverages.

Employee signature _____________________________________
**Whistle Blower Policy**

The Milford Central School is committed to fair, accurate and transparent accounting of its financial matters. The Milford Central School expects all employees, officers, directors and agents to act in accordance with the highest ethical standards in the performance of their responsibilities. The Milford Central School requires full compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices. The Milford Central School relies on all employees, officers, directors and agents of the Milford Central School district to conduct themselves in accordance with the requirements and spirit of this policy, and to report any suspected violations of this policy, or other questionable financial, accounting or audit matters without fear of retaliation.

**Reporting Complaints, Concerns or Questionable Financial Practices**

Any person or employee who has complaints or concerns about the Milford Central School’s accounting, internal accounting controls, or auditing matters, or who becomes aware of questionable accounting or auditing matters, is strongly encouraged to report such matters to the Superintendent. The Superintendent, or Board President, if allegations are directed against the Superintendent, will oversee the receipt and handling of allegations of questionable accounting or auditing matters, including the direction of an appropriate investigation and response.

In order to raise complaints or concerns about accounting practices or questionable financial practices, the Milford Central School employees should first approach the Superintendent with an oral or written report. The Milford Central School Superintendent will then convene a meeting with the Board of Education within five (5) working days after receiving the report. In order to facilitate a complete investigation, employees should be prepared to provide as many details as possible, including a description of the questionable practice or behavior, the names of the persons involved, the names of potential witnesses, together with dates, times, places, and any other available details.

The Milford Central School encourages all employees to come forward in person with complaints or concerns about accounting practices or questionable financial practices, and to provide all relevant information pertaining thereto. The Milford Central School prohibits any form of retaliation against any employee who does so in good faith, and in belief that they are appropriately calling attention to violations or abuses of the Milford Central School’s accounting and financial policies. However, if any employee feels uncomfortable or intimidated by coming forward in person to call attention to a complaint or concern, the reports should be made anonymously in the manner described above.

The Milford Central School’s employees and members of the Board of Education who become aware of any questionable accounting or auditing matter, or concern, or who may receive complaints or concerns from other employees or board members, or from third parties, must immediately report such matters to
the Superintendent and Board President. The Milford Central School supervisors
or board members who receive complaints or concerns about accounting or
auditing matters or questionable financial practices must consult with the
Superintendent before undertaking an investigation, or taking any other action.
The Milford Central School has final responsibility and authority for the
investigation and handling of any concerns or complaints relating to accounting
and auditing practices.

Any employee, supervisor or member of the Board of Education who fails to
report allegations of questionable accounting or auditing practices in accordance
with this policy, or who otherwise fails to deal properly with such allegations may
be subject to disciplinary action.

Based on its investigation the board will direct the Superintendent and/or the
employees, as appropriate, to take prompt corrective actions as necessary in
response to the complaint, to ensure compliance with legal and ethical
requirements relating to financial, accounting and auditing policies promulgated
by the Milford Central School.

Reports of questionable accounting or audit practices will be kept confidential to
the extent possible consistent with the Board of Education’s obligation to
investigate and correct unlawful or unethical accounting or audit practices. In
order to ensure confidentiality, an employee may elect to make a complaint
anonymously. Complaints or concerns that are anonymously reported are to be
received and investigated with the same vigor and due diligence as those
reported by known sources.

The Milford Central School will not retaliate, or take any form of reprisal, against
any person who makes a report pursuant to this policy, or who participates in an
investigation regarding a violation of applicable laws, rules and regulations,
pursuant to provisions of local, state or federal laws that apply to the Milford
Central School, its employees and board members. Actions by any employee or
board member of the Milford Central School that are found to be retaliatory, or
which are deemed to be reprisals, are expressly forbidden. Any employee or
board member of the Milford Central School, who engages in action that is found
to be retaliatory, or which is deemed a reprisal, will be subject to discipline, up to
and including termination from employment, or dismissal from board.

Employees and board members of the Milford Central School who believe they
are subject to retaliation or reprisal because they made a report or participated in
an investigation should report such suspected actions to the Milford Central
School Superintendent in the same manner as described above for the reporting
of questionable practices.

Adopted: 9/13/07
Reporting and Investigation of Allegations of Fraud

Covered Employees

All Board members and officers, Milford Central School employees and third party consultants are required to abide by the Milford Central School policies, administrative regulations and procedures in the conduct of their duties as well as, all applicable federal and/or state laws and regulations.

Reporting Process

The reporting procedures will follow the chain of command as established within the school building or as enumerated in the Milford Central School Organizational Chart. In the event that the allegations of financial impropriety/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 impropriety/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. The Milford Central School’s prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Investigation and Reporting

Upon receipt of an allegation of financial impropriety/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 Milford Central School has knowledge of, or reason to know of, any occurrence of financial impropriety/fraud and/or wrongful conduct, the Milford Central School 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. 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 Milford Central School determines that a school official or employee has engaged in financial impropriety and/or wrongful actions, appropriate disciplinary measures will be taken, up to and including termination of employment, in accordance with law, Milford Central School policies and regulations, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial impropriety/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 Milford Central School 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 impropriety/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.

In the event of an unresolved complaint and/or unsatisfactory determination by the investigating officer(s), the employee may appeal the determination by notifying, as applicable, the Internal Auditor, or the Independent (External) Auditor, or the School Attorney, or the President of the Board of Education.

**Prohibition of Retaliation**

The Board prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected financial impropriety/fraud and/or wrongful conduct as well as witnesses and/or any other individuals who participate in the investigation of an allegation of financial impropriety/fraud and/or wrongful conduct. Follow-up inquiries shall be made within one year 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 Milford Central School.

**Knowingly Makes False Accusations**

Any individual who knowingly makes false accusations against another individual as to allegations of financial impropriety/fraud may also face appropriate disciplinary action.

Civil Service Law § 75-b

Adopted: 9/27/07
DISPOSAL OF DISTRICT PROPERTY

Building administrators and support staff supervisors are responsible for identifying obsolete or surplus equipment and supplies within their area(s) of responsibility. At least every five years a determination shall be made of equipment, supplies and/or materials that are obsolete and can not be salvaged or utilized effectively or economically by the school district. Such equipment, supplies, or materials shall be sold through bid procedures, if possible, for the highest possible price.

The Superintendent shall be authorized to dispose of obsolete or surplus equipment and supplies in the following manner:

1. reassign the items, as needed, to other locations within the school district;
2. centralize the storage of items of potential usefulness; and/or
3. discard or sell as surplus those items determined to be no further use or worthless.

Following approval by the Board of Education, items may be sold in the following manner:

1. offer to sell the items to local municipalities or local non-profit organizations;
2. sell items at a public sale. In the event of a public sale, notice of availability of such equipment, supplies and materials and requests for bids shall be disseminated through announcements in local newspapers and such other appropriate means.
3. sell remaining items as scrap for the best obtainable amount or discard in the safest, least expensive manner.

Adopted: October 11, 1989
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<tr>
<th>POLICY</th>
<th>REGULATION</th>
<th>EXHIBIT</th>
<th>NAME</th>
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<td>CONCUSSION MANAGEMENT GUIDELINES AND PROCEDURES</td>
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<td>DIGNITY FOR ALL STUDENTS ACT</td>
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Subject: Diagnostic Screening of Students

The School District has developed a plan for the diagnostic screening of all new entrants and students with low test scores.

A new entrant is a student entering the New York State public schools system, pre-kindergarten through grade 12, for the first time or re-entering a New York State public school with no available record of a prior screening.

Students with low test scores are students who score below level two on either the third grade English language arts or mathematics assessment for New York State elementary schools.

Such diagnostic screening will be utilized to determine which students:

a) Have or are suspected of having a disability;
b) Are possibly gifted; or
c) Are possibly limited in English proficiency.

Such diagnostic screening shall be conducted:

a) By persons appropriately trained or qualified;
b) By persons appropriately trained or qualified in the student's native language 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;
d) In the case of students with low test scores, within thirty (30) days of the availability of the test scores.

New Entrants

For new entrants, diagnostic screening shall include, but not be limited to the following:

a) A health examination by a physician/physician’s assistant or nurse practitioner or submission of a health certificate in accordance with Education Law Sections 901, 903 and 904.
b) Certificates of immunization or referral of immunization in accordance with Section 2164 of the Public Health Law;
c) Vision, hearing and scoliosis screenings as required by Section 136.3 of Commissioner’s Regulations;
d) A determination of whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and in informal interview an English and the native language.

Students with Low Test Scores

For students with low test scores, diagnostic screening shall include, but not be limited to:
a) Vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student’s ability to learn; and
b) A review of the instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

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.

Results and Reports

The results of the diagnostic screening shall be reviewed and a written report of each student shall be prepared by appropriately qualified School District staff. The report shall include a description of diagnostic screening devices used, the student’s performance on those devices and, if required, the appropriate referral.

If such screening indicates a possible disability, a referral, with a report of the screening, shall be made to the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE) no later than fifteen (15) calendar days after completion of such diagnostic screening.

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 Part 154 of the Regulations of the Commissioner of Education to determine eligibility for appropriate transitional bilingual or free-standing English as a Second Language (ESL) program.

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 (FERPA) 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 have access to the records and their right to challenge those records should they be inaccurate, misleading or otherwise inappropriate.
CONCUSSION MANAGEMENT

The Board of Education of the Milford Central School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The coach, responsible school official or School Based Health staff will notify the student’s parents or guardians consistent with approved procedure and recommend appropriate monitoring to parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district expects the parent/legal guardian to report the condition to the school nurse or School Based Health staff so that the district can support the appropriate management of the condition. Additionally, if the student is involved in a school sponsored activity, the injury should be reported to the coach or responsible school official.

The student shall not return to school or activity until authorized to do so by an appropriate health care professional. The School Based Health staff will ensure compliance with the Guidelines for Concussion Management in the School Setting and make the final decision on return to activity including physical education class and after-school sports. Any student who exhibits signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

The Superintendent, in consultation with appropriate district staff, including the staff of the School Based Health Center, will develop regulations and protocols to guide the return to activity.

Reference: NYSED Guidelines for Concussion Management and Concussion Management and Awareness Act

Adopted: August 2, 2012

First Reading: August 2, 2012
CONCUSSION GUIDELINES AND PROCEDURES

Education

Concussion education should be provided for all administrators, teachers, coaches, school nurses, athletic trainers and guidance counselors. Education of parents should be accomplished through preseason meetings for sports and/or information sheets provided to parents. Education should include, but not be limited to the definition of concussion, signs and symptoms of concussion, how concussions may occur, why concussions are not detected with CT Scans or MRI’s, management of the injury and the protocol for return to school and return to activity or interscholastic athletics. The protocols will cover all students returning to school after suffering a concussion regardless if the accident occurred outside of school or while participating in a school activity.

Concussion Management Team

The District will assemble a concussion management team (CMT). The CMT will consist of the Athletic Director, building principal and School Based Health staff. The District’s CMT should coordinate training for all administrators, teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school district’s policy and how these injuries will ultimately be managed by school officials.

Training should include: signs and symptoms of concussions, post concussion and second impact syndromes, return to play and school protocols, and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that no athlete will be allowed to return to play the day of injury and also that all athletes should obtain appropriate medical clearance prior to returning to play or school.

The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.
*School district CMT’s can utilize the NYSPHSAA website as well as www.keepyourheadinthegame.org for information related to the signs and symptoms of concussions and the appropriate return to play protocols. A handout describing the Concussion Management teams is also available on the NYSPHSAA website. A Concussion Management Check List that has been approved and recommended by NYSPHSAA is available on this site.

**Concussion Management Protocol**

**Initial Concussion Evaluation**

Any coach or school official who witnesses or is informed of an injury to a student will use the concussion checklist to perform the initial assessment consistent with approved training. The completed concussion checklist will be submitted to the Athletic Director to ensure appropriate follow-up.

**Return to play**

Return to play following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. These NYSPHAA current returns to play recommendations are based on the most recent international expert opinion.* No student athlete should return to play while symptomatic. Students are prohibited from returning to play the day the concussion is sustained. If there is any doubt as to whether a student has sustained a concussion, it should be treated as a concussion. Once the student athlete is symptom free at rest for 24 hours and has a signed release by the treating clinician, she/he may begin the return to play progression below (provided there are no other mitigating circumstances).


Attachments: Concussion Checklist, Physician Evaluation Form and Return to Play Protocol
Day 1: Light aerobic activity

Day 2: Sport-specific activity

Day 3: Non-contact training drills

Day 4: Full contact practice

Day 5: Return to play

Each step should take 24 hours so that an athlete would take approximately one week to proceed through the full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If any post concussion symptoms occur while in the stepwise program, then the student should drop back to the previous asymptomatic level and try to progress again after a further 24-hour period of rest has passed.

[These NYSPHAA current return to play recommendations are based on the most recent international expert opinion.*]
CONCUSSION CHECKLIST
(Revision #3)

Name:________________________ Age:_______ Grade:_______ Sport:________________

Date of Injury:_______________________ Time of Injury:____________________________

On Site Evaluation
Description of Injury:_____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Has the athlete ever had a concussion?    Yes   No
Was there a loss of consciousness?     Yes   No  Unclear
Does he/she remember the injury?     Yes   No  Unclear
Does he/she have confusion after the injury?  Yes   No  Unclear

Symptoms observed at time of injury:
Dizziness   Yes  No     Headache   Yes  No
Ringing in Ears   Yes  No     Nausea/Vomiting   Yes  No
Drowsy/Sleepy   Yes  No     Fatigue/Low Energy   Yes  No
“Don’t Feel Right”   Yes  No     Feeling “Dazed”   Yes  No
Seizure   Yes  No     Poor Balance/Coord.   Yes  No
Memory Problems   Yes  No     Loss of Orientation   Yes  No
Blurred Vision   Yes  No     Sensitivity to Light   Yes  No
Vacant Stare/ Glassy Eyed   Yes  No     Sensitivity to Noise   Yes  No

* Please circle yes or no for each symptom listed above.

Other Findings/Comments:________________________________________________________
______________________________________________________________________________

Final Action Taken:    Parents Notified   Sent to Hospital

Evaluator’s Signature:__________________________________Title:______________________

Address:_____________________________________Date:_________ Phone No:___________
Physician Evaluation  
(Revision #3)

Date of First Evaluation:_________________ Time of Evaluation:____________________

Date of Second Evaluation:_______________ Time of Evaluation:____________________

<table>
<thead>
<tr>
<th>Symptoms Observed</th>
<th>First Doctor Visit</th>
<th>Second Doctor Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dizziness</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Headache</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Tinnitus</td>
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<td>Nausea</td>
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</tr>
<tr>
<td>Fatigue</td>
<td>Yes No</td>
<td>Yes No</td>
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<tr>
<td>Drowsy/Sleepy</td>
<td>Yes No</td>
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<td>Sensitivity to Light</td>
<td>Yes No</td>
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<td>Sensitivity to Noise</td>
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<td>Anterograde Amnesia (after impact)</td>
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<td>N/A N/A</td>
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<tr>
<td>Retrograde Amnesia (backwards in time from impact)</td>
<td>Yes No</td>
<td>N/A N/A</td>
</tr>
</tbody>
</table>

* Please indicate yes or no in your respective columns. First Doctor use column 1 and second Doctor use column 2.

** Post-dated releases will not be accepted. The athlete must be seen and released on the same day.

Please note that if there is a history of previous concussion, then referral for professional management by a specialist or concussion clinic should be strongly considered.

Additional Findings/Comments:___________________________________________________  
_____________________________________________________________________________

Recommendations/Limitations:____________________________________________________  
_____________________________________________________________________________

Signature:__________________________________________ Date:______________________  
Print or stamp name:_________________________________ Phone number: ______________

Second Doctor Visit: 
*** Athlete must be completely symptom free in order to begin the return to play progression. If athlete still has symptoms more than seven days after injury, referral to a concussion specialist/clinic should he strongly considered.

Please check one of the following:  
  o Athlete is asymptomatic and is ready to begin the return to play progression.  
  o Athlete is still symptomatic more than seven days after injury.

Signature:__________________________________________ Date:______________________  
Print or stamp name:_________________________________ Phone number: ______________
Return to play Protocol following a concussion.

The following protocol has been established in accordance to the National Federation of State High School Associations and the International Conference on Concussion in Sport, Prague 2004.

When an athlete shows ANY signs or symptoms of a concussion:

1. The athlete will not be allowed to return to play in the current game or practice.
2. The athlete should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following injury.
3. The athlete should be medically evaluated following the injury.
4. Return to play must follow a medically supervised stepwise process.

The cornerstone of proper concussion management is rest until all symptoms resolve and then a graded program of exertion before return to sport. The program is broken down into six steps in which only one step is covered a day. The six steps involve the following:

1. No exertional activity until asymptomatic for 24 hours.
2. Light aerobic exercise such as walking or stationary bike, etc. No resistance training.
3. Sport specific exercise such as skating, running, etc. Progressive addition of resistance training may begin.
4. Non-contact training/skill drills.
5. Full contact training in practice setting.
6. Return to competition

If any concussion symptoms recur, the athlete should drop back to the previous level and try to progress after 24 hours of rest.

The student-athlete should also be monitored for recurrence of symptoms due to mental exertion, such as reading, working on a computer, or taking a test.

(6/5/19/08)

Adopted: August 2, 2012

First Reading: August 2, 2012
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 discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on 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 and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination 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**

At least one (1) employee at every school shall be designated 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. The Board of Education shall appoint the Dignity Act Coordinator(s) and share the name(s) and contact information with all school personnel, students, and parents/persons in parental relation.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position.

**Training**

Training will be provided each school year for all District employees in conjunction with existing professional development training to raise staff awareness and sensitivity of harassment and discrimination directed at students that are committed by students or school employees on school property or at a school function. Training will include ways to promote a supportive school environment that is free from discrimination and harassment, emphasize positive relationships, and demonstrate prevention and intervention techniques to assist employees in recognizing and responding to harassment and discrimination, as well as ensuring the safety of the victims.

Instruction in grades Kindergarten through 12 shall include a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For the 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.

Rules against discrimination and harassment will be included in the Code of Conduct, publicized District-wide and disseminated to all staff and parents. An age-appropriate summary shall be distributed to all students at a school assembly at the beginning of each school year.
Reports and Investigations of Discrimination and Harassment

The District will investigate all complaints of harassment and discrimination, either formal or informal, and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with District policies and regulations, the Code of Conduct, and all appropriate federal or state laws.

The District will annually report material incidents of discrimination and harassment to the State Education Department as part of the Uniform Violent and Disruptive Incident Reporting System (VADIR).

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

Any person who has reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of discrimination or harassment.

Implementation
The school shall be in full compliance with this policy as of September 1, 2012.

Education Law Sections 10-18 and 801-a
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(2) as amended

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board of Education
#3410 -- Code of Conduct on School Property
#3420 -- Non-Discrimination and Anti-Harassment in the School District
#3430 -- Uniform Violent and Disruptive Incident Reporting System (VADIR)
#7551 -- Sexual Harassment of Students
#7552 -- Bullying in the Schools
#7553 -- Hazing of Students
#8130 -- Equal Educational Opportunities
#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Refer also to Regulation of the Commissioner of Education
AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 11, 15, 16, 101, 207, 305 and 2854(1)(b) and Chapter 482 of the Laws of 2010.

Subdivision (kk) of section 100.2 of the Regulations of the Commissioner of Education is added, effective July 1, 2012, as follows:

(kk) Dignity Act reporting requirements.

(1) Definitions. For purposes of this subdivision:

(i) "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 in or on a school bus, as defined in Vehicle and Traffic Law section 142.

(ii) "School function" means a school-sponsored extra-curricular event or activity.

(iii) "Disability" means disability as defined in Executive Law section 292(21).

(iv) "Employee" means employee as defined in Education Law section 1125(3).

(v) "Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

(vi) "Gender" means actual or perceived sex and shall include a person’s gender identity or expression.

(vii) "Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation and abuse based on a person’s actual or perceived race,
color, weight, national origin, ethnic group, religion, religious practice, disability, sexual
orientation, gender or sex.

(viii) "Material Incident of Discrimination and Harassment" means a single incident or a
series of related incidents where a student is subjected to discrimination and/or harassment by
a student and/or employee on school property or at a school function that creates a hostile
environment by conduct, with or without physical contact and/or by verbal threats, intimidation
or abuse, of such severe or pervasive nature 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.

Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a
person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious
practices, disability, sexual orientation, gender or sex; provided that nothing in this subdivision
shall be construed to prohibit a denial of admission into, or exclusion from, a course of
instruction based on a person’s gender that would be permissible under Education Law
sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C.
section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be

(2) Reporting of incidents.

(i) For the 2012-2013 school year and for each succeeding school year thereafter, each
school district, board of cooperative educational services (BOCES) and charter school shall
submit to the commissioner an annual report of material incidents of discrimination and
harassment that occurred in such school year, in accordance with Education Law section 15
and this subdivision. Such report shall be submitted in a manner prescribed by the
commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the commissioner.

(ii) For purposes of reporting pursuant to this subdivision, a school district, BOCES or charter school shall include in its annual report all material incidents of discrimination and harassment that:

(a) are the result of the investigation of a written or oral complaint made to the school principal or other school administrator responsible for school discipline, or to any other school employee; or

(b) are otherwise directly observed by such principal or administrator, or by any other school employee regardless of whether a complaint is made.

(iii) Such report shall include information describing the specific nature of the incident, including, but not limited to:

(a) the type(s) of bias involved (actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex, or other). Where multiple types of bias are involved, they shall all be reported;

(b) whether the incident resulted from student and/or employee conduct;

(c) whether the incident involved physical contact and/or verbal threats, intimidation or abuse; and

(d) the location where the incident occurred (on school property and/or at a school function).

(3) Protection of people who report discrimination or harassment.

(i) Pursuant to Education Law section 16, any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise
from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings.

(ii) No school district, BOCES or charter school, or an employee thereof, shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates or assists in such formal or informal proceedings.
SUPPORT SERVICES

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SUBJECT: LOAN OF INSTRUCTIONAL COMPUTER HARDWARE

The Milford Central School District shall loan, upon request of an individual or a group of individual students, to all students residing in the MCS district who legally attend nonpublic elementary or secondary schools, instructional computer hardware which is designated for use in any public elementary or secondary schools of the State or is approved by any school authorities as such term is defined in Education Law Section 2(12). Such instructional computer hardware is to be loaned free to such children, commencing with the 2007-2008 school year, subject to such rules and regulations as are or may be prescribed by the Board of Regents and school authorities.

The Milford Central School District shall not be required to loan instructional computer hardware to nonpublic school students in excess of the instructional computer hardware acquired pursuant to Education Law Section 753. Instructional computer hardware shall be loaned on an equitable basis to children attending nonpublic schools in the District and to students with disabilities residing in the District who attend programs under the provisions of Education Law Section 4401(2)(c),(2)(e),(2)(g),(2)(i), and (2)(l). However, the Milford Central School District shall not be required to loan to children attending nonpublic schools in the District, or to such students with disabilities, instructional computer hardware purchased with local or federal funds or with State funds, other than Instructional Computer Hardware Aid funds.

Instructional computer hardware containing computer software programs which are religious in nature or content shall not be purchased or loaned by the School District.

Instructional computer hardware shall be loaned upon the individual written request of nonpublic school students. Such requests shall not be required of students attending Milford Central School. Requests may be presented directly to the lending District or, with the consent of the lending District, to an appropriate official of the nonpublic school which the student attends. The form of request used by the lending District may provide for a guarantee by a parent or guardian for the return of such hardware or, in the case of loss or damage, for payment of the value thereof.

The District has established June 1 as the date by which such requests for the purchase and loan of instructional computer hardware must be received by the District unless otherwise authorized in accordance with law and Commissioner's Regulations.

For a child who does not attend a nonpublic school prior to June first, the parent/guardian may submit a written request for instructional computer hardware within thirty (30) days after such child is enrolled in the nonpublic school. In no event, however, shall a request made later than the times otherwise provided pursuant to Education Law Section 754 be denied where a reasonable explanation is given for the delay in making the request.
SUBJECT: LOAN OF INSTRUCTIONAL COMPUTER HARDWARE (Cont'd.)

Such instructional computer hardware shall remain the property of the Milford Central School District and shall bear an identifying label. The school authorities shall establish lending procedures which apply to students in public and nonpublic schools, and shall inform the authorities of such schools of these procedures.

Instructional Computer Hardware and Technology Equipment Apportionment

The Milford Central School District shall be eligible for an apportionment under the provisions of Education Law Section 753 for approved expenses for:

a) The purchase or lease of micro and/or mini computer equipment or terminals for instructional purposes; or

b) Technology equipment with a useful life used in conjunction with or in support of educational programs including but not limited to video, solar energy, robotic, satellite, laser and such other equipment as the Commissioner of Education shall approve; or

c) The repair of such equipment and training /staff development for instructional purposes.

Such aid shall be provided pursuant to the Instructional Computer Technology Plan developed by the Milford Central School District which specifies requirements for the Technology Plan, including an assurance of the Superintendent of Schools, in a form prescribed by the Commissioner of Education, that the District has provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law Section 754.

The School District shall not be required to purchase or otherwise acquire instructional computer hardware or technology equipment, the cost of which exceeds the amount of state aid provided pursuant to Education Law Section 753.

Expenses aided pursuant to Section 753 shall not be eligible for aid pursuant to any other provision of Education Law.

The School District shall maintain a separate record of expenditures incurred from State aid received pursuant to Education Law Section 753 and the Rules of the Board of Regents Section 21.3.

Adopted: 1/10/08
SAFETY POLICY

Safety of the students and staff is a primary concern to the Board of Education. In order to prevent injury to any school employee or student the following policy has been adopted.

1. The Superintendent will cause (12) twelve fire drills to be held annually. Each drill will be initiated by a person or persons appointed by the Superintendent. He or she will conduct drills which most nearly simulate real emergencies without unnecessarily endangering the student. The person or persons initiating the drill will maintain a log of drills, noting the date and time to evacuate the building for each drill.

2. A safety committee will be appointed by the Board consisting of the Superintendent, Facilities Manager, the Industrial Arts teacher, one Board member and one additional teacher, nominated by the MTA. The Committee will meet at least twice per year; once in the fall semester and once near the end of the year.

3. Students will be instructed in bicycle safety, bus safety, child abuse, and any other specific hazard that may be unique to Milford as required by the Education Law and the Commissioners Regulations.

4. Safety glasses shall be required of all students and instructors where activities such as those using chemicals, machines, hot liquids, or in situations where specific hazards are not known but felt to be present.

5. Hard hats will be provided and worn where it appears that good judgment would dictate their use. In such endeavors as over head work or construction around heavy equipment, plows, cranes, and similar devices, it would seem reasonable that they be used.

6. If school is closed all activities are canceled and will be rescheduled as soon as possible.

7. When school closes while already in session, an announcement will be made on the local radio stations prior to releasing the students. Those primary grade students who are transported by bus will be accompanied by an older student, appointed by the bus driver or monitor, to the door of the student's home to make certain that a responsible person is present.

8. Early in the school year a "GO HOME" survey will be conducted which will be directed to the students' parents. It will request information as to where particular students should be delivered in case of an emergency and parents' work address.

   Staff members, teachers, parents, community members and students are encouraged to report unsafe conditions in writing to the Superintendent at any time.

Adopted: April 29, 1987
The Board of Education recognizes its responsibilities to provide an environment which is reasonably secure from known hazards. The Board therefore directs the Superintendent of Schools and all professional and support staff members to comply with occupational safety and health regulations, including the Hazard Communication Standard and "Right-to-Know" legislation.

The Superintendent will direct appropriate personnel to develop and oversee a written hazard communication program. Such program will include the following:

1. the acquisition, maintenance and review of Material Safety Data Sheets (MSDS) for all known hazardous materials on district property;
2. the compilation of a hazardous materials inventory;
3. employee training in hazardous materials management and protection; and
4. the recording of all incidents involving exposure to known hazardous materials. Records of employees who have been exposed to substances with enforceable exposure standards shall be kept for forty years.

The district will comply with the requirements for the visual notification of pesticide spraying as set forth in the Environmental Conservation Law.

It is the responsibility of the entire school community to report any unsafe building or equipment conditions to the main office as soon as possible. In addition, designated administrators will provide notice of hazardous materials to current and former employees within 72 hours of a request.

If students observe other students acting in an unsafe manner, this behavior should be reported to the nearest available staff member.

Adopted: January 13, 1993
REPORTING OF HAZARDS (REGULATIONS)

The Hazard Communication Program is intended to address the issue of evaluating and communicating hazard information to district employees. The following summarizes the responsibilities of those persons most directly involved with the successful implementation of this program.

SAFETY AND HEALTH COORDINATOR:
1. Develops and oversees the implementation of a written hazard communication program.
2. Provides employees with training on hazardous materials and measures required to maintain optimum protection while working with these agents.
3. Reviews Material Safety Data Sheets for all products currently in use or being considered for use.
4. Maintains an inventory of Material Safety Data Sheets for all hazardous materials.
5. Requests specific chemical information when such material has been designated as a trade secret by a manufacturer or supplier.
6. Establishes procedures to maintain the confidentiality of trade secret information.

FACILITIES MANAGER:
1. Implements the Hazard Communication Program.
2. Generates and maintains inventory listings of all hazardous materials present and provides updates where and when necessary.
3. Acts as employee contact for obtaining Material Safety Data Sheets from the State Health Department and/or manufacturers/suppliers of materials currently in use or being considered for use.
4. Complies Material Safety Data Sheets for each hazardous material used and obtains updates when necessary.
5. Ensures that Material Safety Data Sheets are readily accessible to employees, and will provide such information within 72 hours of an employee request.
6. Ensures that each container identified as holding a hazardous material is properly labeled as to the identity of its contents and appropriate hazard warnings, including building materials containing asbestos.

STAFF MEMBERS:
1. Actively participate in mandated training programs and comply with training provisions.
2. Familiarize themselves with the Material Safety Data Sheets of those hazardous materials with which they work.
3. Utilize those measures that have been distributed to protect themselves from adverse exposure to hazardous materials.

Adopted: January 13, 1993
HAZARD COMMUNICATION PROGRAM

GENERAL INFORMATION:
The following written Hazard Communication Program has been established for the Milford Central School district in order to comply with the OSHA Hazard Communication Standard, Title 29 Code of Federal Regulations 1920.1200 and any applicable state codes.

Overall responsibility for supervision of the program shall be the Facilities Manager and the file materials, including a copy of this program, will be available at the Milford Central School, Milford, NY 13807 for review by any employee. The requirements of the standard shall be met as follows:

LIST OF HAZARDOUS CHEMICALS:
A master list of all known hazardous chemicals used by employees will be compiled and kept on file with this written program. The list will be updated as necessary. Further information on each chemical can be obtained by reviewing the appropriate Material Safety Data Sheet (MSDS).

MATERIAL SAFETY DATA SHEET (MSDS):
An MSDS will be obtained for each chemical on the master list of hazardous chemicals. Copies of MSDS's will be kept at the Milford Central School, and are available to all employees upon request. Such requests should be made to the Facilities Manager who will provide the MSDS in a suitable period of time.

LABELS AND OTHER FORMS OF WARNING:
Chemicals shall be kept in their original, labeled containers wherever possible. All containers will at least be labeled to identify the chemical, the appropriate hazard warnings, and list the manufacturer's name and address. Chemicals transferred to portable containers for immediate use are not required to be labeled. Pipes and piping systems will not be labeled but their contents will be described in the training sessions.

NON-ROUTINE TASKS:
When an employee is required to perform hazardous non-routine tasks (e.g. cleaning tanks, entering confined spaces, etc.) a special training session will be conducted prior to starting work on the special project. Information provided will include specific chemical hazards and the protective/safety measures to be taken by the employee to reduce or avoid exposure.

TRAINING:
All employees will receive initial training on the hazard communication standard and the safe use of hazardous chemicals as appropriate to their work or potential exposure. The training plan shall include, but not be limited to, the following items:

- a summary of the requirements of the hazard communication standard
- a review of this written program to include where it is kept and its availability
- chemicals present in the workplace
- methods of detecting the presence or release of chemicals
- physical and health hazards of the chemicals
• methods to reduce or prevent exposure to the chemicals through controlled work practices and/or personal protective equipment
• emergency procedures to follow when an exposure occurs and cleanup techniques for spills and leaks
• how to read labels and review MSDS forms to obtain hazard information.

Upon completion of training, each employee will sign a form verifying their attendance at the training, their receiving written materials (when appropriate), and that assessment of the training session included the employees' input regarding the training they received and their suggestions for improvement.

**CONTRACTOR EMPLOYERS:**

It is the responsibility of the Facilities Manager to provide contractors (or employees) with the following information:
• hazardous chemicals to which they may be exposed while in the workplace.
• procedures for obtaining the necessary MSDS
• the labeling system in use
• precautions that may be taken to reduce or prevent exposure to the hazards.

Contractors bringing hazardous chemicals into the workplace shall provide appropriate hazard information to include obtaining an MSDS, labeling being used, and precautionary measures to be taken in working with these chemicals.

Adopted: August 13, 1997
1.0 POLICY:
Milford Central School is committed to provide a safe and healthful work environment for our entire staff. In pursuit of this endeavor, the following written program is in place to first identify any Permit-Required Confined Spaces (PRCS), and to eliminate or control hazards associated with PRCS operations. This program is in accordance with the Occupational Safety and Health Administration (OSHA) Permit-Required Confined Space Standard, Title 29, Code of Federal Regulations 1910.146.

2.0 RESPONSIBILITIES:

2.1 OVERALL PROGRAM RESPONSIBILITY:
The Facilities Manager is responsible for the overall implementation and maintenance of any written program or any certification concerning the requirement of the Permit-Required Confined Space Standard at our facility.

2.2 PERMIT-REQUIRED CONFINED SPACE EVALUATION:
The Facilities Manager is responsible for evaluating the work place to determine if any permit spaces are present.

The Facilities Manager will be responsible for determining if a PRCS program is required, or if the permit space can be reclassified as a non-permit space, or if alternative procedures can be used.

2.3 TRAINING:
The Facilities Manager is responsible for ensuring that all affected personnel are properly trained and that refresher training is given. Personnel who may be included are any authorized entrants, attendants, entry supervisors, on-site rescue team members, and employees who may potentially enter the space.

2.4 INITIAL CONTACTING FOR RESCUE SERVICES:
The Facilities Manager will ensure that rescue and emergency services have been informed of any permit-required confined spaces at the Milford Central School and have been given access to the spaces for drills, training, etc.

2.5 EQUIPMENT:
The Facilities Manager will ensure that all equipment needed for safe entry into any permit spaces and non-permit spaces is available and in proper working order.
3.0 PERMIT SPACE IDENTIFICATION:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1 Fuel Oil Tank</td>
<td>North end of main school building near elementary wing.</td>
</tr>
<tr>
<td>B. 1 Septic Pump Pit</td>
<td>Left side of main entrance of Milford Commons Building.</td>
</tr>
<tr>
<td>C. 2 Boilers</td>
<td>In the boiler room of the main bldg.</td>
</tr>
</tbody>
</table>

Permit-required confined space(s) have been determined to exist.

(YES)

Is large enough and so configured that an employee can bodily enter and perform assigned work; and

Has limited or restricted means for entry or exit (i.e. tanks, vessels, silos, storage bins, hoppers, vaults, and pits are spaces that may have limited means of entry); and Is not designed for continuous employee occupancy.

A permit space is a confined space which has one or more of the following characteristics:

Contains a material that has the potential for engulfing an entrant;

Has an internal configuration such that an entrant could be trapped or asphyxiated by inwardly converging walls or by a floor which slopes downward and tapers to a smaller cross-section; or

Contains any other recognized serious safety or health hazard (i.e. electrical, mechanical, etc.).

3.2 THE LOCATION(S) AND HAZARD(S) POSED BY THESE PERMIT SPACES ARE LISTED BELOW:

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fuel Oil Tank - north end of bldg near elementary wing.</td>
<td>Explosion from fumes Lack of oxygen Combustible</td>
</tr>
<tr>
<td>B. Septic Pump Pit - entrance of Milford Commons Bldg.</td>
<td>Methane gas Lack of oxygen</td>
</tr>
<tr>
<td>C. 2 Boilers - boiler room of main building</td>
<td>Propane gas hazards Lack of oxygen</td>
</tr>
</tbody>
</table>

4.0 PREVENTION OF UNAUTHORIZED ENTRY

4.1 If permit spaces are identified at our work site, the Facilities Manager will inform exposed or potentially exposed employees of their existence and hazards. The method(s) that will be used will be:
Posting of danger signs at each permit space reading "DANGER-PERMIT REQUIRED CONFINED SPACE-DO NOT ENTER."

In addition to a review of this policy, location areas and procedures at the annual custodial workshop.

4.2 It has been determined by the Facilities Manager that the permit spaces identified at our work site:
   * Fuel Oil Tank North end of bldg near elementary wing.
   * Septic Pump Pit Entrance of Milford Commons Bldg.
   * 2 Boilers Boiler room of main building.

WILL NOT BE ENTERED BY OUR EMPLOYEES.

THE FOLLOWING MEASURES HAVE BEEN TAKEN TO PREVENT EMPLOYEES FROM ENTERING THE SPACE(S):

Signs posted, review of locations and policy with the Facilities Manager.

6.0 ALTERNATIVE PROCEDURES

6.1 The OSHA regulations allow permit spaces which have, as their only hazard, an actual or potential hazardous atmosphere to use alternative procedures for entry. These alternative procedures as discussed in Section 1 do not require the implementation of a full PRCS program. The following is a list of permit spaces at our workplace which currently qualify for alternative procedures:

   2 Boilers in boiler room of main building.

NOTE TO THE EMPLOYER: Refer to Appendix D for a worksheet which can be used to certify that alternative procedures can be used and that the space is safe for entry. For those employers who can demonstrate that continuous forced air ventilation alone is sufficient to maintain the permit space safe for entry, only the General Requirements - paragraph (g) are required. Remember, continuous forced air ventilation controls the hazard - it does not eliminate it.

9.0 HOST EMPLOYER'S RESPONSIBILITIES WITH CONTRACTORS:

9.1 When contractors are involved in permit space entry work at our workplace, the Facilities Manager will inform them of the following information and coordinate any entry operations:

   * The location of the permit spaces at our facility and entry into these spaces is only allowed through a permit space program or alternative procedures or space reclassification.
   * Our rationale for listing the space as a permit space such as any identified hazards and our experiences with the particular space.
   * Precautions that we have implemented to protect employees working in or near the space.
* The Facilities Manager will debrief the contractor at the completion of the entry operation, or during if a need arises, and if any hazards were confronted or created during their work.

NOTE TO THE EMPLOYER: Appendix G has been included to assist with the requirements of this subsection.

10.0 CONTRACTOR'S RESPONSIBILITIES WITH HOST EMPLOYERS

NOTE TO THE EMPLOYER: Subsection 10 is required to be completed by a contractor when he/she is hired to perform work in a permit space.

10.1 When a contractor is hired to perform work in a PRCS, the contractor will obtain the following information from the host employer and ensure the following tasks are performed:

* Obtain any information on the hazards of the permit space and information from previous entry operations from the host employer.
* Determine if the host employer's workers will be working in or near the space.
* If the host employer will have employees working in or near the space during our entry operation, the Facilities Manager will coordinate entry operations with the host employer's representative.
* Will inform the host employer of the permit space program that will be utilized.
* Hold a debriefing conference at the completion of the entry operation or during the entry operation (if needed) to inform the host employer of any hazards confronted or created.

NOTE TO THE EMPLOYER: For clarification, refurbishing of the existing equipment and space is considered maintenance, reconfiguration of the space or installation of new equipment (as for process change) is usually considered construction. Additionally, Appendix H can be used to assist the contractor with the standards requirements.

12.0 TRAINING

12.1 Training must be given to each employee who has access or potential access to a permit space. The amount and type of training needed will depend on the individual's duty assignment. For example, some employees may only be required to know the existence, location, and danger posed by permit space. Others would need considerably more training if they are members of a PRCS team. Still others would need training as it pertains to the type of entry procedures used (i.e. alternative procedures or reclassifying to non-permit space procedures). The overall intent of this training is to give employees the understanding, knowledge, and skills necessary for this safe performance of their assigned duties in relation to the permit spaces of concern.

12.2 Four basic categories have been set up to train employees based on duties and potential exposure.
12.2.1 AWARENESS TRAINING - Awareness training for employees potentially exposed to permit spaces can be satisfied by providing them with the specific information contained in subsection 3 and 4 located on pages 72 and 73.

12.2.2 TRAINING REQUIRED FOR USING ALTERNATIVE PROCEDURES - If the space qualifies for alternative procedures, training on the following topics is warranted:
* A major point concerning the use of alternative procedures is that these procedures can only be used when a hazardous atmosphere is the only hazard of concern.
* The harm associated with the atmospheric hazards of concern including their acceptable entry levels and symptoms of overexposure.
* Awareness training to recognize other potential hazards in or around the space.
* Any conditions which may make it unsafe to remove the entrance cover.
* The need for prompt guarding of the entrance opening.
* Atmospheric testing equipment including its use, method of calibration, and maintenance.
* Atmospheric testing protocol for oxygen, combustibles, toxins.
* Pre-entry, frequent or continuous testing of the permit space.
* Check all levels of the space for atmospheric hazards.
* Atmospheric Controls
  * Inerting
  * Draining and rinsing
  * Purging
  * Continuous forced air ventilation including type, proper use and placement, and its limitations.
* Procedures the employee must follow if a hazardous atmosphere is detected.
* The evaluation process to be used for re-entry, if a hazardous atmosphere is detected or the individual vacates the space and returns sometime later.
* Train employees on the use of entry equipment used including ladders and intrinsically safe lighting.
* Personal protective equipment (e.g. gloves, hard hat, boots, etc.), its use, limitations, and required maintenance.
* A review of the completed written certification form (Appendix D) with the employee prior to entering the space.
* Any process which may introduce a hazard (e.g. welding, cleaning with chemical solvents, etc.) which would prohibit use of alternative procedures.
* The requirements of paragraph (c)(5) must be reviewed with the employee.
* The documentation of the training.

12.2.3 Training required for using and reclassifying permit space procedures - if the permit space can be reclassified as a non-permit space, the following items must be discussed:

* Documentation of the elimination of the hazards. If the elimination of the hazards or verification of elimination requires employees to enter the space, then a full PRCS program is needed.
* Train employees on the hazards associated with the space (i.e. mechanical, chemical, atmospheric) and the methods needed to eliminate the hazards such as:
  - Isolation techniques
  - Lockout/Tagout
  - Disconnection & misalignment of pipes
  - Double block and bleed
  - Blanking and blinding
  - Removal of engulfment hazards
* Elimination of hazardous atmosphere by draining, inerting, purging, cleaning, venting.
* Train employees on the use of entry equipment used including ladders, ground fault circuit interrupters for electrical equipment, etc.
* Personal protective equipment (e.g. gloves, hard hat, boots, etc.) including its use, limitations, and required maintenance.
* A review of the completed written certification form (Appendix E) with the employee entering the space.
* The requirements of paragraph (c)(7) must be reviewed with the employee(s).
* Inform employees that any procedures such as welding, cleaning with a chemical, etc. would negate the reclassification and convert the space back to a permit space.
* The need for prompt guarding of the entrance opening.
* Atmospheric testing protocol.
* Oxygen, combustible, toxins.
* Pre-entry, frequent or continuous testing.
* Check all levels of the space
* Procedures the employee will follow if a hazard is detected.
* The evaluation process to be used for re-entry if a hazard is detected or the individual vacates the space and returns some time later.
* Awareness training to recognize other potential hazards in or around the space.
* The documentation of the training.

12.2.4 Training required for using full permit-required confined space procedures (see subsection 8.4)

NOTE TO EMPLOYER: The training required depends on the specific permit space to be entered and the procedures which are needed to protect entrants. The information provided in this training subsection is a generalization of the topics which must be covered during employee training.

13.0 PERMIT REQUIRED CONFINED SPACE PROGRAM REVIEW

NOTE TO EMPLOYER: This subsection is not required if the permit space has been reclassified as a non-permit space or if alternative procedures are used.

13.1 Within one year of any entry operation the Facilities Manager will conduct a review of the program using the canceled entry permits to identify any deficiencies in our program. A review will be conducted sooner if there is reason to believe that the program does not adequately protect our employees. Any corrective measures will be documented by a revision of the program. Employees will be trained on any changes. Additionally,
employees who note any inadequacies with the program can contact the Facilities and Transportation Manager.

If no permit space entry operations are conducted during the year, no review is needed.

Adopted: January 22, 1997
HYGIENE PRECAUTIONS & PROCEDURES

The Board of Education believes that preventive health practices shall be established in schools in order to ensure the health and safety of all students and staff. The Board therefore adopts the following policy on hygiene and sanitary procedures for dealing with exposure to and contact with blood and other body fluids.

To prevent and/or minimize the transmission of contagious or communicable diseases or infections within the school community, school districts shall establish training sessions to teach employees precautionary methods for avoiding infection and transmission of infectious diseases in schools. In addition, all employees of the district shall utilize appropriate precautions when providing first aid or otherwise dealing with situations that involve exposure to blood and other body fluids. Such precautionary measures will be applicable in all buildings and facilities throughout the school district.

The Superintendent of Schools is responsible for developing appropriate procedures to implement this policy and for informing all staff of such procedures and ensuring compliance with them. The failure by any employee to utilize such procedures may form the basis for disciplinary action.

Adopted: January 13, 1993
HYGIENE PRECAUTIONS (REGULATIONS)

The following procedures shall be followed by all employees when providing first aid or otherwise dealing with situations where there is the possibility for exposure to or contact with blood or other body fluids.

1. Except in extraordinary, life-threatening circumstances, all employees must wear rubber gloves to prevent contact with blood or other body fluids when treating or cleaning open cuts, scrapes, abrasions, etc., or spills of blood or other body fluids.

2. All spills of blood or other body fluids should be cleaned up first with soap and water and then with a ten percent (10%) solution of household bleach. Gloves shall be worn throughout the cleanup process.

3. If possible, feces should be disposed of in a toilet with normal flushing. All disposable materials, including gloves and contaminated material used in the cleanup process, should be placed in a plastic bag and sealed. The sealed plastic bag should then be placed in a second plastic bag and disposed of properly.

4. Mops and reusable items used to clean up spills should be disinfected with the bleach solution and then washed out before storage or reuse.

5. Toys and/or other personal non-disposable items should be cleaned with warm, soapy water and disinfected with the bleach solution before reuse by another person or being stored away. A normal laundry cycle is adequate for other non-disposable items, including clothing. It is recommended that all non-disposable items be double bagged until they can be cleaned.

6. All persons must wash their hands with soap and water after cleaning up any spill of blood or other body fluid.

7. A supply of rubber gloves, bleach solution, and plastic bags ("hygiene kit") shall be maintained in each classroom and in all other locations within the school district where a potential for direct exposure to blood or other body fluids exists, such as the gym, cafeteria, maintenance facility, bus garage, etc. The school nurse shall periodically check the status of each hygiene kit in the building or facility for which she/he is responsible. An additional supply of rubber gloves shall be maintained in the nursing office in each school building or in the appropriate supervisor's office at other locations.

8. Hepatitis B Vaccination and Post-Exposure Evaluation and Followup:
   a. The district shall make available the Hepatitis B vaccine and vaccination series to all employees who have occupational exposure, and post-exposure evaluation and follow-up to all employees who have had an exposure incident. The district shall ensure that all medical evaluations, Hepatitis B vaccinations, and laboratory tests are available at no cost to the employee, at a reasonable time and place, and performed by or under the supervision of a licensed physician or other licensed healthcare professional.
   b. The district shall assure that employees who decline to accept the Hepatitis B vaccination sign the appropriate statement. (See exhibit).

Adopted: January 13, 1993
I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

____________________________  _____________________
Employee signature  Date

First reading: September 14, 1994
Adopted: September 28, 1994
The Board of Education recognizes the necessity for preparing an emergency management plan and practicing it in order to ensure that the safety and health of students and staff, as well as district property, are safeguarded in the event of a true emergency. Pursuant to this concern and the regulations of the Commissioner of Education, the Superintendent is directed to develop such a plan for each school and for the district and to ensure that sufficient training in carrying it out takes place.

Such plan shall provide for sheltering, evacuation, early dismissal, written notification to students and staff, and an annual drill and coordination with local and county emergency preparedness administrators. The Superintendent shall appoint a coordinator to oversee the emergency management plan. The District Emergency Coordinator will serve as chairperson of the Emergency Planning Committee.

The Superintendent is to provide such plan to the Board for approval in time to ensure that it will be in place by October 1, 1990 and reviewed, and, if appropriate, modified each year hereafter by October 1.

It is the responsibility of the chief executive officer of each educational agency located within the School District to provide the Superintendent with information about population, number of staff, transportation needs and the business and home telephone numbers of their key officials.

The Superintendent is to ensure that copies of the plan are available for public inspection and that there are copies in appropriate places throughout the District.

The Superintendent is to notify the District (BOCES) Superintendent whenever the Plan is activated and results in the closing of a school building in the district.

Adopted: January 13, 1993
DISASTER PREPAREDNESS

The Board of Education believes it is in the best interests of the Milford Central School District to keep the safety and well-being of their students and staff uppermost in mind during incidents with potentially high levels of human trauma.

The Board directs the Superintendent and appropriate personnel to develop and maintain an emergency management plan that addresses a wide variety of possible trauma and/or disaster contingencies, and to review this plan with all Milford Central School staff at appropriate intervals. The Board also directs the Superintendent to conduct appropriate review and training sessions for staff integrally involved in the plan's implementation.

Adopted: March 12, 1991
SUBJECT: DISASTER RECOVERY PLAN

Electronic data and systems are vital to the operation of the Milford Central School District.

To ensure the district is able to recover its data in the event of a disaster, the Board of Education directs the Superintendent to develop and maintain a Disaster Recovery Plan for the safeguarding and recovery of the school system's administrative and instructional data systems.

The Superintendent shall ensure that such plan is developed and reviewed annually by the Board of Education.

First reading: April 23, 2009
Adopted: April 23, 2009
SAFE SCHOOLS

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts in or on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board shall establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee shall include a Board member, the Superintendent of Schools, appropriate school personnel, a student representative, parents, and other community representatives. All members shall be appointed by the Board.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:
1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. Training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The advisory committee shall review these and other policies, regulations, plans, and procedures, as directed, to ensure that they are:
1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public.

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

First Reading: December 20, 2000
Adopted: January 11, 2001
ANNUAL FACILITY REVIEW

Whereas it is the intention of the Milford Central School Board of Education to insure that the facilities be maintained at a level of quality that will maximize the life span of said facilities; (it is hereby moved that:)

1. A Facilities Review Committee be appointed each year to perform an annual inspection of all Milford facilities to determine:
   a. repairs needed.
   b. quality of cleaning and maintenance.
   c. modifications and/or changes needed and recommended.

This committee will be chaired by a Board member as appointed by the President of the Board and composed of two Board members, two faculty representatives (industrial arts teacher and one other), a student, and two members of the community at large, (one being a fireman).

2. The Facilities Manager will submit an annual written report which specifies: Major repairs made during the preceding school year, equipment replaced, and changes or repairs needed. This report will be used as a resource by the Facilities Review Committee during their annual review.

3. Based on the Committee's report the Superintendent of Schools will submit to the Board detailed cost estimates for the changes or repairs recommended and an implementation plan for operational changes pertaining to maintenance.

4. Changes and repairs not approved by the Board should include a written statement as to the reasons for non-adoption.

5. The annual report and record of adoption will be available for public inspection and review at the school's main office.

Adopted: February 13, 1984
USE OF CELL PHONES

The Board of Education recognizes that certain district employees will be required to carry district-owned cell phones in order to meet their job responsibilities. Such phones should be provided only when a less costly alternative (e.g., pager, radio) is not available or is not appropriate in the circumstances.

A list of job titles requiring district-owned cell phones shall be maintained in the Business Office and reported to the Board for its approval each year at its reorganizational meeting in July. All cellular telephone contracts shall be secured through the appropriate purchasing process (e.g., competitive bid, RFP process) and shall be subject to review and approval by the Board.

Cell phones are to be used for school district business purposes only and anything other than incidental private use is prohibited. Failure to follow these guidelines may result in revocation of the phone and discipline of the employee.

As with any district-owned equipment, employees must take proper care of cell phones and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must be reported immediately to the Business Office. Since employees are responsible for the safe return of district-owned cell phones, employees who use district-owned cell phones may be liable for damages or loss which occur during the period of its use. Employees must agree to reimburse the district for any unauthorized personal or private use inconsistent with this policy.

At least once per year, the Business Office shall evaluate and report to the Board on the cost and effectiveness of the district's cellular telephone plan.

First Reading: August 24, 2006
Adoption date: September 14, 2006
USE OF CREDIT CARDS

The Board of Education permits the use of district credit cards by certain school officials and Board members to pay for actual and necessary expenses incurred in the performance of work-related duties for the district. A list of those individuals that will be issued a district credit card will be maintained in the Business Office and reported to the Board each year at its reorganizational meeting in July. All credit cards will be in the name of the school district.

The district shall establish a credit line not to exceed $5,000 for each card issued and an aggregate credit limit of $15,000 for all cards issued to the district.

The Board shall ensure that the credit card is secured through an RFP process and the relationship between the district and the credit card company is such that the district preserves its right to refuse to pay any claim or portion thereof that is not expressly authorized, does not constitute a proper district charge, or supersedes any laws, rules, regulations, or policies otherwise applicable. In addition, the Board will ensure that no claim shall be paid unless an itemized voucher approved by the officer whose action gave rise or origin to the claim, shall have been presented to the Board and shall have been audited and allowed.

Credit cards may only be used for legitimate school district business expenditures. The use of credit cards is not intended to circumvent the district's policy on purchasing.

Users must take proper care of these credit cards and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

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 discipline of the employee. As well as, subject the individual to potential criminal prosecution.

Users must submit detailed documentation, including itemized receipts for commodities, services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used.

The Superintendent of Schools, in consultation with the Treasurer shall establish regulations governing the issuance
and use of credit cards. Each cardholder shall be apprised of the procedures governing the use of
the credit card and a copy of this policy and accompanying regulations shall be given to each
cardholder.

The Treasurer shall periodically, but no less than twice a year, monitor the use of each
credit card and report any serious problems and/or discrepancies directly to the Superintendent
and the Board.

Cross-ref: 6700, Purchasing
6830, Expense Reimbursement

Ref: Education Law §§ 1724(1); 2524(1) (itemized, audited, and approved vouchers required)
Opns. St. Compt. No. 79-202 (use of multi-purpose credit cards by municipal employees)
Opns. St. Compt. No. 79-494
Opns. St. Compt. No. 78-897 (gas credit cards)

First Reading: August 24, 2006
Adoption date: September 14, 2006
SCHOOL BUS SPEED

Buses shall observe all local and state speed limits at all times. Buses shall observe the following maximum speeds at all times:

a. within Village limits and built up areas - 30 MPH or as posted
b. open highways or regular bus routes - 50 MPH on State roads, 40 MPH on County roads, 55 MPH on Interstate highways
c. Field trips and similar non-stop long hauls - 55 MPH.

Local conditions will govern top speed at all times.

Adopted: May 23, 1972
Amended: October 26, 1988
SCHOOL BUS SCHEDULING & ROUTING

The Facilities and Transportation Manager and the Principal shall establish bus routes to be submitted to the Board of Education for its approval. Authorized bus stops shall be located at convenient intervals in places where students may embark buses in the utmost safety allowed by road conditions.

CHILD SAFETY ZONES:
The Board may provide for student transportation in hazardous areas of travel due to the existence of factors such as the insufficiency or nonexistence of sidewalks, the type of road surface width of read, footpath or sidewalk, the volume and average speed of traffic, density of population, the commercial, industrial or residential character of the area and/or the existence or nonexistence of traffic safety features such as traffic lights, street lights or traffic patrols. Transportation for students traveling through these dangerous areas which must include at least one personal residence, may be provided without regard to like circumstances.

Students living within the Village of Milford beyond sidewalk range will be transported to school. Any kindergarten students living within sidewalk range will be transported upon written request to the Transportation Manager.

Adopted: February 24, 1993
SCHOOL BUS SCHEDULING & ROUTING (REGULATION)

Bus routes will be established under the direction of the Superintendent of Schools in cooperation with the District Transportation Manager.

**LIMITATIONS:** Bus routes will be established so that no elementary, intermediate, or high school pupil spends more than 60 minutes, nor any handicapped student spends more than 60 minutes on a bus from the time of loading to the time of discharge. Authorized bus stops will be located at convenient intervals in places where students may be loaded and unloaded, cross highways, and await the arrival of buses with the utmost safety allowed by road conditions.

2. **FIXED STOPS:** Fixed bus stops will be established using the following guidelines:
   a. Generally, dead-end and loop streets will not be serviced by buses. Whenever possible, stops will be at the intersections of two streets;
   b. Numbers of students at bus stops will be varied according to the concentration of riders in an area, the degree of traffic, the presence of stop signs, speed limits and bus turn-around requirements;
   c. The maximum of 25 students at a stop will be acceptable only where there is adequate waiting space away from heavy traffic areas. Approximately 10-15 students will be the usual number scheduled for pickup at any one point;
   d. Walking distances to pickup points may be varied according to grade level. Grade levels 1-5 will not be required to walk distances in excess of two (2) miles and grades 6-12 will not be required to walk distances in excess of three (3) miles;
   e. Kindergarten children will be picked up and left at their places of residence (unless the school district and parents mutually agree to other stop(s); and
   f. An effort will be made to minimize crossing of the road by students.

3. **SIDE ROADS:** Transportation will be provided on side roads that are maintained by town highway departments unless the lack of maintenance makes it unsafe for drivers and students to be traversing these roads. Examples of unsafe conditions are flooding, road erosion, ice, snow and mud.

4. **PRIVATE ROADS:** Transportation will not be provided on roads which have not been properly maintained.

**TURNAROUNDS:** Turnarounds will not be established unless adequate space is available and this space is properly maintained.

**MAJOR HIGHWAYS:** Transportation services will be provided to residents living along major highways.

7. **DISTRICT MAP:** Maps will be used to determine the transportation requirements necessary to satisfy the needs established by state laws, Board policy, and voter mandate. This may will clearly show student location, loading and unloading locations, and routes traveled. The map will be reviewed annually.

Adopted: February 24, 1993
PICKUP POINTS

The Education Law requires that school districts establish pickup points for students receiving transportation services to non-public schools. When establishing transportation pickup points, consideration should be given to safety, convenience, routing efficiency and cost.

Students attending non-public schools residing 15 miles or less from the Milford Central School building will be transported to said school on existing bus routes. It is the responsibility of any non-public school students and family residing over 15 miles from the Milford Central School building to arrange their own transportation to the building.

All non-public students will be transported from the Milford Central School building to their particular school.

Adopted: February 24, 1993
SCHOOL BUS SAFETY

Seat Belt Installation & Usage

Chapter 747 of the Laws of 1986 requires that all new buses manufactured after July 1, 1987 must be equipped with seat belts and seat back padding. At the discretion of the Board of Education, a public hearing may be held for the purpose of determining whether (a) the District shall install seat safety belts on buses purchased prior to the effective date presented in the Law and require their use, (b) when such installation shall be provided and (c) whether use of seat safety belts shall be required on all school buses within the District so equipped after a date to be determined by the Board.

The Board of Education of the Milford Central School District, having held a hearing on December 14, 1987 and, having considered the substance and effect of the Law, has determined the following to be District policy:

Beginning July 1, 1987 all school buses ordered by the Milford Central School District will be equipped with seat belts and seat back padding as prescribed by law. They will replace existing buses as the need arises. All public and nonpublic students riding on a school bus equipped with seat belts shall be instructed at least three times each year on the use of seat belts. Such instruction shall include but not be limited to:

1. Proper fastening and release of seat safety belts,
3. Times at which the seat safety belt should be fastened and released; and
4. Acceptable placement of the seat safety belts when not in use.

Use of seat safety belts will not be required by the District. Use will be up to the discretion of and encouragement by parents.

This policy does not supercede laws and/or appropriate practice for school cars or station wagons and for certain handicapped students.

The Board will comply with any future laws and/or regulations pertaining to the installation and use of seat belts.

Adopted: February 24, 1993
BUS DRIVER QUALIFICATIONS & TRAINING

Only employees who have the appropriate license for the vehicle operated and who have complied with the regulations of the Commissioners of Motor Vehicles, Transportation and Education may drive pupils to and from home on regularly scheduled routes. No other person may operate a school bus on a scheduled route for the purpose of transporting pupils to and from home.

To ensure the adequate and effective training of bus drivers, no person shall be allowed to operate a school bus without first receiving all of his/her training under the direct supervision of a State Education Department - approved school bus driving instructor. While a trainee engages in pre-service training, which takes place prior to a driver transporting children, no direct supervision is mandated; however, all training must be approved by a Department-approved instructor.

None other than the above mentioned persons may drive a school owned vehicle having a pupil capacity greater than 15 passengers. School vehicles having capacities of fewer than 15 passengers may be driven by employees hired as bus drivers as well as State Education Department-certified members of the instructional staff. The latter, however, may not drive on regularly scheduled routes. State Education Department certified staff members transporting students in school-owned vehicles must also comply with requirements of the Commissioner of Motor Vehicles, Transportation and Education.

By April 1, 1992 or upon the expiration date of their current license if it comes earlier, all school bus drivers must acquire the appropriate Commercial Drivers License pursuant to New York State law. Volunteer bus drivers (who operate a bus designed to carry 14 or fewer passengers and drive less than 30 days per year) are exempt from this (CDL) requirement. Such drivers may not drive regularly scheduled routes.

Upon completion of the established training procedures, the school district shall verify compliance with the direct supervision requirement through the use of their record keeping systems. Prior to June 30, 1991, should the district need to delay implementation of the direct supervisory training requirement, the New York State Education Department shall review the districts request. To accommodate a district who has submitted a justified request the Education Department may grant a one year hardship period to any district.

The Board also recognizes the importance of the contact time and relationships between bus drivers and students. In regard to this, opportunities for inservice programs for staff concerning child abuse and neglect danger signs will be extended to include the bus driving staff.

Adopted: February 24, 1993
TEST DESCRIPTION:
The physical performance test is established in New York State Education Regulation 156.3(b)(2). This test is available for school districts that want to evaluate a school bus driver's physical abilities in addition to the required annual and pre-employment physical examination required in 156.3(b)(2) and defined in DMV Regulations section 6.11. All standards of the test must be passed for the driver to be successful.

The purpose of this test is to identify the specific physical requirements of the school bus driver job in addition to the medical requirements of the DMV physical. It may be used to evaluate the ability of an individual to drive a

- school bus, including those who may have been previously disqualified by a disability which in fact may not have diminished their ability to function as a school bus driver. The State Education Department believes that all those with
- the ability to drive a school bus in NYS should be able to avail themselves of that opportunity.

WHO CAN REQUIRE THE TEST?
The examining physician or superintendent has authority to require any driver working for or contracted for by the district to take this test. Once a driver has failed one section of the test, the test should be terminated to avoid any possible injury to the driver. A driver that fails any part of this test may not drive a school bus until such time that they retake and pass the entire test. Re-testing must be authorized by the examining physician or the school superintendent. If a driver has received such authorization, he/she has the right to request a re-test not less than 5 days nor more than 30 days from the date of the first examination. However, a motor carrier may require a program of physical conditioning for the employee who submitted the re-test request before the re-test is given to the employee.

WHO CAN ADMINISTER THE TEST?
Those authorized to administer this test shall be School Bus Driver Instructors (SBDI) as defined in State Education Department Regulation 156.3(d)(3) who have been approved by the Education Department to administer this test. The test shall be administered using form SA-900 according to the guidelines of this document.

WHAT VEHICLE SHOULD BE USED?
The test will be administered on the largest type of school bus that the driver will be licensed to drive and/or is possessed by the motor carrier. If a new hire does not have a license appropriate to the test vehicle, standard #5 which requires driving may be given in a vehicle with an adult seating capacity of not more than fifteen adult passengers. They are legally able to drive this vehicle, and it is reasonable to assume they could drive it under controlled conditions without danger.

All other parts of the test shall be administered on the vehicle type the driver will be trained to drive.
EXAMPLE - If the driver has a CDL B and will only be required to drive a Suburban they may be tested on the Suburban. If they do take the test on a Suburban they may not drive any larger school bus without testing in the larger vehicle.

USING THE FORM
The following guidelines outline the procedures and equipment for completing each standard of the School Bus Drivers' Physical Performance Test using form SA900.

Fill out the driver Name, Address, and Motorist ID# from the driver's license. Be sure to visually confirm that the driver's appearance matches the picture on their license. Be sure that all restrictions and endorsements are listed in addition to license class. The "Person Requiring Test" must be either the "examining physician" or the "superintendent". Test location should be a street address. If the location does not have a street number, also enter a location description which is totally clear, such as "Anywhere CSD Bus Garage".

"Bus Type" should follow the guidelines of New York State DOT. For any school bus with a seating capacity below 22 passengers Bus Type should be entered as "small". For any school bus seating 22 or more passengers Bus Type should be entered as "large". For any other vehicle such as a sedan, suburban, or on minivan the Bus Type should be listed as "other". Taking the test on any vehicle within that type. This means that if a driver tests on a 66 passenger bus and then the operation adds a 72 passenger bus they are already qualified to drive the larger vehicle because it is within the same "type".

Timing must be done with a watch which can be stopped and started, not just by looking at a second hand and estimating elapsed time. Timing on each standard should begin with the SBDI giving the command to start and ending when the task is completed. List the manufacturer and model of the watch on the "Test Equipment Inventory" on page 8.

ADMINISTERING THE TEST:
Standard #1 - Climb and descend bus steps three times within 30 seconds.

This standard is designed to measure the drivers ability to enter and exit the vehicle effectively. Not only do drivers need to perform this function as they begin and end their run, they may be required to perform this act to check for children around the bus, to operate a wheel chair lift, to assist a child in crossing, or even multiple times while evacuating children.

The standard is to begin with the driver on the ground facing the stepwell. The driver is to walk up the bus steps, turn around at the top of the steps, walk down to the ground, turn around and perform this task two more times. Drivers must turn around at the top of the stairs - attempting to exit the bus facing backwards is very dangerous. Tests with bus drivers showed that this task can be performed in under 10 seconds by most individuals. The time has been extended to 30 seconds to make the point clearly that THIS IS NOT A RACE. If drivers rush through this standard, there is a great possibility of slips or falls. Given the 30 second time limit there is no need to rush.

Continued>>>>>>>>>>»
If drivers will ever be required to drive a large school bus, they must be tested on that size vehicle. If not, they must be tested on the largest vehicle type they will be required to drive. If they drive a consumer type vehicle (sedan, suburban, or minivan) they must enter, turn around, and exit facing forwards the entrance most often used by students to enter and exit the vehicle. (sliding door on a van and rear passenger door on a sedan or suburban)

STANDARD #2 - Driver must demonstrate the ability to alternately activate the throttle and brake controls ten times in 10 seconds.

This standard is designed to evaluate the driver's ability to operate the brake and throttle effectively. The seated driver must move their foot from the throttle to the brake and back to the throttle. This throttle/brake cycle must be repeated ten times within ten seconds. The testing SBDI should be sure to be in a position where he/she can clearly see that each pedal is at least briefly depressed and the minimum number of repetitions is accomplished.

STANDARD #3 - Driver must depress and hold brake pedal a minimum of three seconds, repeated five times. On vehicles equipped with a clutch, driver must depress and hold clutch pedal for the duration of the brake standard.

As with standard #2, this standard evaluates the driver's ability to operate the vehicle pedals effectively. For vehicles with a clutch, the driver is required to operate two pedals simultaneously as opposed to consecutively as required in standard #2. If the driver will ever be required to operate a vehicle with a clutch, they must be tested on a vehicle with a clutch.

The standard procedure is for the driver to hold and release the brake pedal for 5 consecutive 3 second periods while fully depressing the clutch for the duration (15 seconds) of the standard in vehicles so equipped. The testing SBDI will offer clear instructions of "hold", "release", "hold", etc.

To prepare for administering this standard, the testing SBDI must determine how far the brake or brake and clutch are depressed when adequate pressure to fully engage each pedal is applied. The testing SBDI can then visually evaluate the pedal position when it is being held by the driver. If there is any question that the pedal(s) are being held in place adequately, the testing SBDI can create a spacer which would be placed under the pedal which the pedal would have to be depressed to the point of touching.

STANDARD #4 - Open and Close a manually operated door consecutively three times.

The purpose of this standard is to determine if the bus driver is capable of this task which must be performed as many as 200 times a day by a school bus driver. If the driver may be required to drive a school bus with a manual door, they should be tested in that vehicle. If they will only be required to drive a bus with an automatic door, they must demonstrate their ability to operate the manual -override on that door three times in succession. If they are only required to drive a consumer type vehicle (sedan, suburban, minivan) they must show the ability to three times open and close the door which is most often used for student entry of the vehicle. This may be done from the inside or the outside of the vehicle.

Continued>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
There is no time limit for this activity because of the many different doors which can be involved. The term "consecutively" means that there should be no stopping between the three opening/closing cycles. The bus driver must show the ability to perform this act effectively and competently.

STANDARD #5 - Operate hand controls simultaneously and quickly, demonstrated while vehicle is in motion, operating a minimum of two hand controls on both sides of the steering wheel while maintaining control of the vehicle at all times. Response for each control must be within eight seconds of request.

Timing will start when the command is given and end when the driver's hand or prosthesis has returned to the wheel. Each request must be completed within 8 seconds. The driver must be tested on the largest vehicle they will be required to drive and are licensed or have a permit to drive. A driver with a standard operators license may drive a van designed to seat up to fifteen adult passengers. Such a vehicle should be used for a new hire that will be trained, but is not licensed or has a permit to drive a large type bus. It is also recommended that testing of new hires be done in a safe location away from traffic. It must be done at a speed of at least 5 mph.

SBDI must enter on the form the controls used on each side of the steering wheel and the time required for each response. Explain to the driver before the standard that they will have 8 seconds to respond to each command and tell them which controls they will be asked to operate so they can familiarize themselves with the location and use of each control. This is especially important for new drivers or drivers who are not driving their regular bus. It is not recommended that drivers be given the task of downshifting as one of the procedures. Drivers are naturally nervous in a testing situation and a shift into reverse could create a costly repair. If two different controls are not available to the right of the steering wheel, the same control can be used two times. Choose controls which drivers are most often required to operate such as loading lights, radios, or windshield wipers, or fans.

Once the driver has the vehicle underway the testing SBDI should give a clear command for the driver to operate one of the previously identified controls. The eight second time limit gives the driver time to quickly check the road before shifting their eyes briefly to the identified control. Again, the drivers must be instructed that THIS IS NOT A RACE. Eight seconds is plenty of time to perform this action in a safe and prudent manner.

STANDARD #6 - A seat belted driver must be able to leave the driver's seat and exit the bus via the closed rearmost floor-level emergency door within twenty seconds.

This standard is designed to evaluate the school bus driver's ability to use a secondary exit on the bus and to move freely throughout the bus as they might be required to do in an emergency. The standard must be performed on the largest type bus that the driver will be required to operate.

The bus driver begins this standard in the driver's seat with their seatbelt fastened. When the testing SBDI says "start", the driver is to release his/her seat belt, walk to the rearmost floor level emergency exit on the bus, open the emergency exit, and exit him/herself from that exit to the ground. The testing

Continued>>>>>>>>>>>>>>>>>>>>>>>>
SBDI should be positioned outside the bus to start the standard and meet the driver at the back as they exit the bus. The standard must be completed in twenty seconds.

There are some simple suggestions which can help make this a safe standard. A foam rubber gym mat, not thicker than four inches, can be placed on the ground behind the bus. This will not only help cushion knees from shock, it will also provide a more comfortable surface if a driver falls forward after landing. Instruct drivers to "sit and slide", just like children are trained for evacuation. DO NOT LET DRIVERS JUMP FROM A STANDING POSITION - they are putting themselves and your operation in jeopardy. The "sit and slide" method also will prevent drivers from hitting their heads on the doorway as they leave the bus.

The standard reads "rearmost floor-level emergency exit" to be applicable for all vehicles. For rear engine buses this exit would mean the side emergency door which has full access without seats in the way, not the exit over the back seats. For all other school buses, the correct exit would be the rear door emergency exit at the back of the bus. There are two possible scenarios for consumer type vehicles (sedan, suburban, or minivan). For sedans or station wagons or other vehicles with a front bench seat, the driver must exit him/herself from the passenger door. For minivans, the exit would be back between the front seats and out the rear side door.

STANDARD #7 - Driver must be able to demonstrate the ability to drag or carry a 125 pound weight thirty feet in thirty seconds.

This standard evaluates the driver's ability to potentially evacuate or move an incapacitated student in an emergency. It is not recommended that this standard be performed on a bus because of the difficulty moving the weight into and out of the bus to perform the standard. Standard #6 has already demonstrated the drivers ability to move through the bus, so this test does not need to test that ability.

This is the one standard which requires the use of equipment other than a school bus or a stopwatch. The following recommended procedures will assure that your standard meets the expectations of this regulation.

1) A military style duffel-type bag which has a strap that the driver can use to pull the weight should be used. This bag should not weigh in excess of 1.5 pounds. Load the bag with 125 pounds of certified weight such as barbell weights. Steel barbell weights are generally sold by the pound and are available in most larger sport stores. Use whatever size weights you are comfortable handling which will add up to 125 pounds.

2) If the weights you are using are not certified by the manufacturer, you can contact your county weights and measures department. They will weigh and certify the weights von are using. There should be no cost for this service. Once you have assembled the 125 pound weight, complete the Test Equipment Inventory form on page 7.

Continued>>>>>>>>>>
3) Attach to the floor a piece of rubber bus flooring material which is at least 30 feet plus the length of the duffel bag long. Make a mark 30 feet from one end. The attachment can be permanent or taped to the floor just for the standard. This surface will simulate the same surface as the floor of the bus.

Place the weighted bag at one end of the flooring behind the 30 foot mark. The driver must pull the bag along the flooring until it has traveled thirty feet to the end of floor mat. This must be completed in thirty seconds. In order to best prepare the driver for this standard, encourage the driver to bend their knees to get lower to the ground, not just bend at the waist and put undue stress on their back. The closer their pulling point is to the floor, the more efficiently their energy will be transferred to the weight.

Have them demonstrate their pulling position to you before the standard starts so you can provide suggestions. Let them take a pre-test pull on the weight if they like so that they can see that this standard is not overly difficult. Over 100 drivers pilot-tested these standards and all passed this standard easily. They should take continuous small steps backwards so that the motion will not be a series of jerks on the weight after it has stopped. Breaking the weight loose is the hardest part and a continuous pulling motion will mean the weight will only be started one time.

RECORD KEEPING
The completed test must be completely filled out with driver information, test location and time, "pass" or "fail" marked for each standard up to a failed item, completion times for all sub-tests which require timing, and the signature of the testing SBDI. If the standard is not completed, the letters DNC (Did not complete) should be written in the time space on the form. The SBDI should not put any comments on the form relative to the driver's performance other than marking standards "pass" or "fail" and including times or "DNC".

A copy of the form should be given to the school bus driver, a copy should be sent to SED at: State Education Department
State Aid Division
507 West EB
Albany, NY 12234
and the original should be put in the driver's personnel file.

Approved by the BOE: August 13, 1997
PHYSICAL PERFORMANCE TEST GUIDELINES

Test Equipment Inventory

Complete this form and maintain in operation records. If equipment changes are made fill out a new form. Maintain a permanent file of all equipment used.

Watch used for timing standards

Manufacturer ____________________________
Model _________________________________

Dragging weight

Description of weights used ________________________________

Certification - Check one

Total weight of bag and weights must be between 125 and 126.5 pounds.

___ Weights are certified by manufacturer

Manufacturer ___________________________________________

Total certified weight _________ Bag weight _______

___ Bag and weights were weighed on a certified scale

Total weight _________ Weigh date _______

Scale location and type or Identifying number of the certification:

______________________________

___ Weight of bag and weights was certified by government agency

Total weight _________ Weigh date _______

Agency name and certification number or certificate (attach)

______________________________

SBDI Name: ____________________________________________

Date: 

Signature: ____________________________________________
# SCHOOL BUS DRIVER PHYSICAL PERFORMANCE TEST

<table>
<thead>
<tr>
<th>DRIVERS LAST NAME</th>
<th>FIRST NAME</th>
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<th>DRIVERS SIGNATURE</th>
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<th>PERSON REQUIRING TEST</th>
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<th>LICENSE CLASS/ENDORSEMENTS/RESTRICTIONS</th>
<th>TEST LOCATION</th>
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In accordance with the Commissioner's Regulation 156.3, and guideline SA 901, and with knowledge of his/her duties, I certify that the above named driver:

- [ ] IS qualified by the physical performance standards
- [ ] IS NOT qualified by the physical performance standards

**School Bus Driver Instructor**

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<tr>
<th>PRINT NAME</th>
<th>SIGNATURE</th>
<th>SBDI</th>
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A COPY OF THIS TEST SHOULD BE GIVEN TO THE TESTED DRIVER. A SECOND COPY SHOULD BE SENT TO: STATE EDUCATION DEPARTMENT, STATE AID, 507 WEST EB, ALBANY, NY 12234. THE ORIGINAL SHOULD BE PLACED IN THE DRIVERS PERSONNEL FILE.
BUS ACCIDENT POLICY

It is the intention of the Milford Central School District to create and maintain an environment that is safe and healthy for the District's students who ride its buses and the buses operated by the District's private contractors. In order to secure such a safe and healthy environment, the District shall establish regulations and procedures to be followed in the event of any type of bus accident.

First reading: October 26, 1994
Adopted: November 30, 1994
Amended: June 24, 2004
SCHOOL BUS ACCIDENT REGULATIONS

Standard Operating Procedure for Major Bus Accidents
Milford Central School District & Emergency Response Agencies

In the event of a school bus accident involving a Milford School Bus within our respective jurisdiction, the following action will be taken.

STEP 1: NOTIFICATION: (Notification can be received by Police Agency, Local Fire Department, or Communications Center):

1) Call 911
2) Alert School Transportation Supervisor 286-7917 or 286-3341 and School Health Officer 286-7911
3) Alert local Hospital Emergency Room 547-3355
4) School Open Line Number 286-3341 or 286-3349

STEP 2: CONFIRMATION OF INCIDENT:

1) First on scene Command Person will confirm incident to Communications Center.

STEP 3: ESTABLISH COMMAND POST, STAGING AREA, TRIAGE AREA, AND TREATMENT AREA

STEP 4: PERFORM TACTICAL OPERATIONS

The purpose of any S.O.P. or Plan of Organization is to reduce confusion on scene and to organize response and response personnel and resources.

It is felt that to accomplish this very important task of dealing with all aspects involved in a school bus accident, there are very specific response and response agencies that should automatically be involved, and there are even more specific individuals within those agencies that hold commanding positions or have the ability to provide special resources that require notification and should, as a result of receiving notification, respond to the incident area.

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
STEP 1: NOTIFICATION

FIRE AND EMS:

In our county, the primary response organizations to any emergency other than police emergencies are the local fire departments and emergency squads. These two groups contain the largest human response resource in the county and also the largest and most diverse resource of equipment that may be needed to handle the situation.

It should be a local command decision of the Officer-in-charge at the time of the call to ask for additional assistance response or stand-by (mutual aid) or proceed to respond with his own department until confirmation of the incident and its severity have been made.

SHERIFF, NYS POLICE, LOCAL POLICE:

With any motor vehicle accident on or off public highways a police agency investigation and response is a must. Furthermore, police people, as a result of their training and the nature of their daily duty, are the professionals at motor vehicle investigations, traffic control, security, and conducting interviews with witnesses and victims.

Police agencies, as with the fire departments and emergency squads, have very specialized equipment and individuals as resources that may be valuable for our operations.

Upon notification to the Sheriff, State Police, or Local Police Department, a person in command position will respond to the scene to meet with and assist the other on-scene commanders and decision makers (Fire Chiefs, Squad Captains, School Officials, and Coordinators) in the unified command post to direct police operations.

EMERGENCY SERVICES COORDINATORS (Fire/EMS):

Although generally not being in a command position, the individuals representing this office (Coordinator and/or Deputies) have the access and the liability to obtain equipment, manpower, and specialized materials from anywhere within the county and acting in the position of C.D. Director or Regional Fire Administrator, anywhere within the State. Also, this group should be utilized to provide unity and organization for all emergency response groups to be brought into play and may serve as decision makers or advisors to assist on-scene commanders in directing actual field operations. This group can also provide equipment inventories, manpower inventories, on-scene communications and serve as organizers of public information, news releases, etc..

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
SCHOOL TRANSPORTATION SUPERVISOR:

The School Transportation Supervisor upon notification will respond to the scene command post. The Transportation Supervisor should be relied upon to give technical advise on structure of the bus for rescue operations, provide additional transportation, advise command officials of DOT and school regulations and responsibilities, and act as the representative of the school in the command post. He will relay important information to the school command post.

LOCAL HOSPITAL EMERGENCY ROOM:

The notification to the local hospital emergency room is made so that the emergency room can stand-by for confirmation if a Mass-Casualty Incident is present. Also the hospital can stand-by to be notified if any non-injured victims will need to be seen at the hospital for examination.

No response to the command post is needed by the hospital personnel. The command post will keep the hospital informed by cellular phone if available or by radio (Cellular phone is preferred for patient confidentiality).

STEP 2 CONFIRMATION OF INCIDENT

This step is very important and should be done as soon as possible. In the case of the fire department, emergency squad, or police agency performing this task, the first units on the scene can contact the communications center and confirm the incident and give quick assessment of the extent of the accident such as number of vehicles involved, number of injured, and any other important or life-threatening information.

STEP 3 ESTABLISHING COMMAND POST, STAGING AREA & TRIAGE

Once actual confirmation of the accident has been made, a Command Post, Staging Area, and Triage & Treatment Area should be established.

Command Structure:

This plan addresses the need to insure direction and control for a multi-jurisdiction/multi-agency response to a school bus accident emergency, which highlights the demand for a unified command structure among responding organizations under the direction of one On-Scene Commander. The concept of "Unified Command" simply means that agencies who have jurisdictional responsibilities and authority at an incident will contribute to the process of:

- Determining overall response objectives
- Selection of response strategies.

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
Ensuring joint planning and application of tactical activities.
- Ensuring integrated planning and application of operational requirements, including: emergency protective measures, treating of injured, safety, and security.
- Maximizing use of available resources.

On-Scene Commander:

The On-Scene Command Post is the location from which all on-scene operations are directed. There should be one On-Scene Command Post for an emergency. In a unified command, under the On-Scene Commander, each of the responding agencies designate a senior staff member officer to be located at the Command Post where integrated communications systems should be available and where major operational agencies can choose to establish an independent site from which to base their operations, but that site is not a Command Post and they must participate in Direction and Control at the designated On-Scene Command Post.

The location of the On-Scene Command Post should be close enough to the incident, but not so close that it will interfere with the tactical operations being performed. The Command Post will be the contact point for all agencies responding to the situation. The officer in charge of the responding agency should report to the command post for assignment of their personnel and equipment by radio or in person.

The following persons should be in the Command Post:
- On-Scene Commander (Acting Fire Chief)
- Local EMS Commander (Acting Emergency Squad Captain)
- Police Agency Officer
  - Emergency Services Coordinator
  - School Transportation Supervisor
  - Other officials designated by the Command Post

Staging Area:
A Staging Area should be set up at the scene. This area should be close enough to the scene but out of the way of traffic and operations. This area will serve as a station for additional equipment and manpower.

Triage age and Treatment Area: When injuries are involved, triage and treatment areas should be set up for Emergency Medical Services Operations as per New York State Emergency Medical Field Manual for Multiple Casualty Incident Management (MCI Kits.)

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
STEP 4 PERFORM TACTICAL OPERATION

Each responding agency will have particular tasks to perform. However, whatever tasks are performed, should be done through a chain of command from the command post (i.e. Chief/Captain at the command post to assistant(s) in the field, etc).

Fire Departments:

When the fire department responds, the officer in charge will establish the On-Scene Command Post, assume the job of On-Scene Commander, and designate jobs to his assistant officers to carry out in the field. Some of these jobs are as follows:

- fire extinguishments and suppression
- safety at the scene
- rescue operations
- extrication
- assisting in EMS operations
- assisting in traffic control
- assisting in scene security
- equipment placement
- mutual aid
- media relations
- security

Any requests from the field will be directed to the fire officer in charge at the command post. The officer in charge through the command post will make all mutual aid requests.

The officer in charge of any mutual aid responding department will report either by radio or in person to the On-Scene Command Post for assignment of his personnel and equipment.

Emergency Squads:

When the emergency squad responds, the officer in charge will report to the On-Scene Command Post and designate jobs for his/her assistant officers to carry out in the field. Most of these jobs are covered in the NYS EMS Field Manual for Mass Casualty Incident Management in the MCI Kits. Some of these jobs are as follows:

- triage
- extrication
- treatment
- hospital communications
- transport

Any requests from the field will be directed to the EMS officer in charge at the command post. The EMS officer in charge through the command post will make all mutual aid requests.

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
All communications other than on-scene should be made from the command post with the exception of EMS/Hospital cellular/radio communications.

The officer in charge of all mutual aid responding emergency squads and first respond squads should report by radio or in person to the On-Scene Command Post for assignment of his/her personnel and equipment.

All EMS Personnel should be aware that any victims of a school bus accident can be transported to a hospital for examination whether or not injured. A school bus will be provided for the transportation of the non-injured. EMS personnel, equipment, and a radio should be on the bus during transport. An additional ambulance should follow the bus to the hospital as a precautionary measure.

Policy Agency:

When the police respond, the officer in charge will report to the On-Scene Command Post and designate jobs to his personnel. Some of these jobs are as follows;
   a. traffic control
   b. accident investigation
   c. security
   d. interviewing victims and witnesses.

The police agency officer in charge will remain in the command post where incoming police agency personnel will report for assignment of duties.

School Transportation Supervisor:

When the school transportation supervisor responds on the scene he will report to the On-Scene Command Post to assist emergency unit officers and aid in decision making. Some of the tasks he may perform are as follows;
   a. act as technical advisor to emergency units on bus construction for extraction
   b. provide additional bus or buses to the scene for transportation of minor and/or non-injured victims.
   c. provide information to the school command post which should be set up in the school.
   d. provide, along with the bus driver, student identification and student bus list
   e. gather information about the accident for mandatory school paper work to be filed
   f. notify DOT investigator and meet with him at the scene for mandatory investigation.

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
The Superintendent of Schools for the Milford Central School District will be the person in charge and responsible for all actions taken by the school district personnel in response to an emergency situation.

If the Superintendent is not available, the Principal shall be in charge.

If the Superintendent and the Principal are not available, the Guidance Counselor shall be in charge.

NOTE: It is very important that, in the event of a known extended departure from the District or the facility, the Superintendent or other administrator, as the case may be, makes the appropriate notification to other administrators with regard to who will be "in charge" should an emergency occur.

**COMMAND PERSONNEL NOTIFICATION**

SUPERINTENDENT  286-3341 (w)  
286-9877 (h)  

PRINCIPAL  286-3349 (w)  
638-9291 (h)  

GUIDANCE COUNSELOR  286-7910 (w)  
293-7724 (h)  

DEPARTMENT OF TRANSPORTATION NUMBERS  
DIVISION OF TRAFFIC & SAFETY  315-733-2111 (nights)  
Mr. Robert Bailey  315-793-2459 (regular)  

A command post will be established in the office of the person in charge for every bus accident regardless of the magnitude.

The command post will serve as a point of contact for all responders to the incident regardless of whether these responders are staff or outside agencies. The command post is the place where decision makers can be found. The command post must be easily identified and generally known to all appropriate personnel.

Adopted: August 13, 1997  
First Amended Reading: May 13, 2004  
Approved: June 24, 2004
SPECIFIC DUTIES OF PERSONNEL
MAJOR SCHOOL BUS ACCIDENT

In the event the driver of the school bus is not harmed, he/she should:

1. Provide for immediate protection of students against life threatening situations (ie. fire explosion, hazardous materials, etc.)
2. Ensure notification of emergency response personnel
3. Ensure notification of the Transportation Supervisor and Superintendent
4. Remain with students until they can be safely removed from the accident scene

Upon receipt of notification by the driver or other individual, the Superintendent or person in charge shall:

1. Establish an internal command post
2. Gather/receive information from the scene including :
   a. number injured
   b. extent of injuries, if possible
   c. to what hospital(s) student are being taken
3. Notify parents of injured students and inform them that at least one parent/gaurdian at least must go to the hospital to sign their child out
4. Make arrangements for alternate transportation, if necessary
5. Set aside an area and prepare an accurate statement to the news media. (Contact should be made with response group commanders before any news release.)
6. School personnel, other than the person in charge at the internal command post, should not talk to the media. Questions should be referred to the police agency responsible for filing the report

The Superintendent or person in charge at the internal command post, will assign others in the chain of command to specific responsibilities as appropriate.

Categories of assignments and duties will be as follows:

Administrator assigned to the scene: In addition to the Transportation Supervisor, who will automatically respond to the scene of the accident, an administrator will be assigned to this function by the person in charge. He will:

Obtain the necessary facts. (This may vary from observing what has taken place to becoming part and parcel of a response agency command post at the scene dealing with a mass casualty incident.)

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
Relay this information back to the school command post as soon as possible. Information should include:
   a.) number of injured
   b.) extent of injuries, if possible, and
   c.) to what hospital(s) students are being taken.

Work with the Transportation Supervisor in getting another bus to the scene if necessary.

Intercede with the press and parents as appropriate. Questions from the press should be referred to the police agency responsible for filing the report or to the Superintendent of Schools.

Administrator assigned to the hospital: An administrator will be assigned to the hospital by the person in charge. He will:
   • assist in victim identification
   • relay important information back to the internal command post
   • provide a contact for parents

NOTE: In the event of an accident involving a bus where there is any possibility of the slightest injury, it will be up to the person in charge, in consultation with the school district personnel on the scene, as to whether the passengers on board at the time be examined by a physician. Emergency squad personnel present should be relied on for advice on whether such an examination should be conducted at the scene, at the hospital, or any combination of the above.

It is important for school officials to realize that the responding emergency squads and fire departments have certain steps they must follow to protect their organizations and community from liability too. Insuring that good paths of communication are kept open throughout an accident between school officials and responders will provide a much more efficient response from all concerned.

School District personnel will follow all procedures as outlined entitled School Bus Accidents – A Manual of Procedures.

Adopted: August 13, 1997
First Amended Reading: May 13, 2004
Approved: June 24, 2004
UNIT OF CHARTER BUSES FOR FIELD TRIPS

The Board of Education supports long-range field trips which may require the use of charter bus transportation. Such trips are to be approved by the administration. The administration is charged with developing appropriate procedural guidelines that will ensure the selection of a charter company demonstrating acceptable safety standards in the transportation of private citizens. The ultimate intent is to provide for the safety and well being of Milford Central School students and staff using private charter carriers.

Adopted: February 24, 1993
CONTRACTING FOR CHARTER BUSES

Effective September 1, 1992, the following procedures for contracting buses for chartered field trips will be followed.

- Prior to booking the trip - confirmation
- Prospective carrier must:
  a. Submit to the district acceptable documentation that the bus company is in total compliance with NYS Department of Motor Vehicle Article 19A (Intrastate) and the Federal Department of Transportation Regulations (Interstate).
  b. Provide documentation certifying name of insurance carrier and coverage provided.
  c. Provide names and driver license abstracts for drivers who will be assigned to the trips, including backup drivers.
  d. Provide documentation verifying last date of vehicle inspection and expiration of current certification for each bus to be used on trip.
  e. Provide written authorization for district designee to perform pre-trip procedures and verification that bus drivers have also been advised of process.

The Superintendent of Schools or his designee will review all documentation and respond within ten working days of receiving such from carrier.

DAY OF TRIP (Before Boarding)
- Each driver will verify their identity by showing their Commercial Drivers License to designee of the district.

Each bus will receive a visual pre-trip inspection by the designee of the district, which shall include:
  a. Inspection certification sticker, tires, oil or grease leaks, and overall condition and appearance of both interior and exterior of bus.

Adopted: February 24, 1993
CHARTERED TRANSPORTATION COMPLIANCE REQUIREMENTS

Date: ______________________ School: ______________________________________________________

Address: __________________________________________________________________________

District Person(s) Requesting Trip: _________________________________________________________

_______________________________________________________________________________________

Name of Carrier Address Phone No.

To confirm the request for ________ buses, to ______________________________________________________________________________________

Departing on ____________________________ , From _______________________________

date Departure site

THE FOLLOWING INFORMATION MUST BE SUBMITTED TO THE DISTRICT FOR REVIEW BY THE TRANSPORTATION MANAGER.

A. Carrier contact person

B. Copy of certificate of compliance with NYS Department of Motor Vehicle's Article 19A and/or I.C.C. Regulations.

C. Copy of proof of insurance coverage including amount of liability coverage.

D. List of names and license abstracts for drivers who will be assigned to the trip, as well as backup drivers. Any changes to the approved list must be submitted for review at least two weeks prior to the scheduled departure.

NOTE: Complete 19A driver files must be provided, if requested by district.

E. Written authorization for:
   1. School district designee to perform pre-trip inspection of each bus on day of trip departure, and
   2. School district representative to request that all drivers identify themselves via their C.D.L.

   NOTE: The pre-trip visual inspection will include inspection sticker, tires, oil or grease leaks, and overall appearance of both interior and exterior of buses.

Approval or disapproval of information submitted will be given within five working days after it has been received by the Milford Central School District Transportation Department.

The required information should be returned to the district personnel requesting trip as listed above as soon as possible.

Adopted: February 24, 1993
## CHARTERED VEHICLE DEPARTURE PRE-TRIP

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**Date:** ____________________  **Bus #**  **License Plate #**  ____________________  

**Inspection Certification Expiration Date:** ____________________  **VALID ____ INVALID ____**

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Approved for trip  **Disapproved for trip ____**

**Signature (School District Designee):** ____________________

**Title:** ____________________

**Adopted:**  February 24, 1993
SCHOOL BUS MONITORS AND ATTENDANTS

In accordance with Education Law and Commissioner's Regulations, the employment of each school bus monitor and school bus attendant shall be approved by the Superintendent of Schools for each school bus operated within the school district. Approval for employment as a school bus monitor or attendant shall be in writing on a form prescribed by the Commissioner of Education.

As defined in Commissioner's Regulations:

a) A school bus monitor shall mean any person employed for the purpose of assisting children to safely embark and disembark from a school bus which is owned, leased, or contracted for by a public school district or board of cooperative educational services, and for the purpose of assisting the school bus driver with maintaining proper student behavior on such bus.

b) A school bus attendant shall mean any person who is employed for the purpose of serving pupils with a disabling condition on a school bus which is owned, leased or contracted for by a public school district or board of cooperative educational services.

All school bus monitors and attendants shall be at least nineteen (19) years of age; and shall have the physical and mental ability to satisfactorily perform his/her duties.

On order of the Superintendent of Schools, each monitor or attendant shall be examined by a duly licensed physician within two (2) weeks prior to the beginning of such monitor's or attendant's service in each school year. The written report of the physician shall be considered by the Superintendent in determining the fitness of the monitor or attendant to carry out his/her functions. The examining physician shall require the monitor or attendant to undergo any diagnostic tests that are necessary to determine the physical and mental ability of the monitor or attendant to perform his/her duties.

Each school bus monitor or attendant of a school bus owned, leased or contracted for by a school district or board of cooperative educational services shall pass a physical performance test approved by the Commissioner. Individuals employed by a school district, board of cooperative educational services or contractor as a monitor or attendant on July 1, 2003 shall have until July 1, 2004 to take and pass a physical performance test. Individuals hired as a monitor or attendant after July 1, 2003 must take and pass a physical performance test before they may assume their duties.

First Reading: December 11, 2003
Adopted: January 8, 2004
SCHOOL BUS MONITORS AND ATTENDANTS (Cont'd)

A school bus monitor or attendant who fails any portion of the physical performance test shall be deemed unqualified to perform the duties of that position. The monitor or attendant may request a re-examination. The cost of such re-examination shall be borne by the employer if the monitor/attendant passes the re-examination, or by the monitor/attendant if he or she fails the re-examination.

All school bus monitors and attendants shall meet the qualifications and/or certification requirements enumerated in law and/or Commissioner's Regulations. Further, pursuant to Commissioner's Regulations, school bus monitors and attendants shall receive pre-service instruction, safety training, specialized training, and refresher training.

In addition to such instruction, any person employed on January 1, 2004 as a school bus monitor, or as a school bus attendant serving students with a disabling condition, shall, by July 1, 2004, receive instruction as prescribed by the Commissioner upon recommendation of the Commissioner's School Bus Driver Instructor Advisory Committee relating to special needs transportation, including, but not limited to, the proper techniques for assisting disabled students in entering and exiting the school bus. Any person hired after January 1, 2004 shall complete such special needs instruction prior to assuming their duties as a school bus monitor or as a school bus attendant.

SCHOOL BUS ATTENDANTS – SPECIAL REQUIREMENTS

Every school bus attendant serving students with a disabling condition shall receive school bus safety training and instruction relating to the special needs of such students. Such training shall include guidance on the proper techniques for assisting disabled students in entering and exiting the school bus, and shall include instruction in cardiopulmonary resuscitation (CPR) where such skills are required as part of the individualized education plan (IEP) prepared for the student. Such training and instruction shall also include any additional first aid or health and emergency skills that the Commissioner of Education deems appropriate and necessary for school bus attendants to possess. In addition, school bus attendants shall demonstrate the ability to perform procedures necessary in emergency situations as deemed appropriate by the Commissioner of Education.

Any person employed as a school bus attendant serving students with a disabling condition on January 1, 2004 shall comply with the requirements of Education Law and Commissioner's Regulations by July 1, 2004. Any person hired after January 1, 2004 shall comply with such prior to assuming their duties.

Education Law Section 3624
Vehicle and Traffic Law Section 1229-d •8
New York Code of Rules and Regulations (NYCRR) Section 156.3

First Reading: December 11, 2003
Adopted: January 8, 2004
USE OF BUSES BY OUTSIDE GROUPS

Upon application and approval of the Milford Central School Board of Education, buses may be leased to a municipality or approved community organization to be used in connection with recreation projects approved by the State Youth Commission, Youth Bureau projects and Senior Citizen Projects.

A Milford Central School certified bus driver must be used for all trips. A fee of 60 cents per mile will be assessed to all users and reviewed annually.

It is the district's policy that use of buses for the above activities will be limited to a 200 mile round trip.

Adopted: May 9, 1988
PASSENGERS ON SCHOOL BUSES

As allowed under Section 1502 of Education Law, the Milford Central School District will permit residents who are enrolled in vocational programs at the Otsego Area Occupational Center to ride as passengers on school buses with pupils during the hours such bus is transporting pupils to and from classes providing:

a. Such person makes a written request to the Superintendent and such application is approved.

b. There is sufficient space on such school bus to permit all pupils to be seated while such bus is in operation.

c. That all such persons riding any bus follow all rules and regulations pertaining to the district's bus conduct policy.

Adopted: February 24, 1993
USE OF PRIVATELY OWNED VEHICLES

The use of all terrain vehicles, snowmobiles or other unlicensed motorized vehicles are prohibited on school district property.

Adopted: January 11, 1995
STUDENT TRANSPORTATION IN PRIVATE VEHICLES

The Board of Education recognizes that, in special circumstances, district employees may need to use private vehicles for school purposes. The Principal or designee may authorize the transportation of pupils in private vehicles to district-sponsored events when regular district transportation is unavailable if permission is granted by the student's parent or legal guardian.

District administrators will exercise caution in authorizing transportation of students in private vehicles, since the district potentially assumes liability for any accident claim which exceeds the driver's automotive liability coverage.

Adopted: February 24, 1993
REIMBURSEMENT FOR MILEAGE

Reimbursement for mileage shall be available to qualified personnel, i.e., chief school officer, Principal, Board of Education Clerk, Treasurer, and the Board of Education members for attendance of official, special and work meetings or other Board of Education related activities such as workshops, etc..

Mileage will be computed to and from residence to point of destination for private carrier only. Car pooling, whenever possible, is strongly encouraged. Should public transportation be available, its economic feasibility should be investigated and unless unusual circumstances prevail the less expensive method should be utilized.

Claim forms for reimbursement should be presented at the end of each quarter. All claims must contain the following information:

1. Date
2. Destination...total mileage
3. Nature of business

Board of Education members incurring out of pocket mileage expense in the course of independent studies for school related problems should obtain from the Board of Education prior approval for reimbursement. Should conditions arise making such approval physically impossible, Board members seeking reimbursement must request placement on the agenda for the next regular Board meeting to offer explanation of circumstances. A waiver of the "prior approval rule" may be granted by the Board of Education, at that time.

Adopted: February 25, 1980
The Board of Education acknowledges the heightened concern regarding the rise in identity theft and the need for secure networks and prompt notification when security breaches occur. To this end, the Board directs the Superintendent of Schools, in coordination with appropriate business and technology personnel, to establish regulations which:

- Identify and/or define the types of private information that is to be kept secure. For purposes of this policy, “private information” does not include information that can lawfully be made available to the general public pursuant to federal or state law or regulation;
- Include procedures to identify any breaches of security that result in the release of private information; and
- Include procedures to notify persons affected by the security breach as required by law.

Additionally, pursuant to Labor Law §203-d, the district will not communicate employee “personal identifying information” to the general public. This includes social security number, home address or telephone number, personal electronic email address, Internet identification name or password, parent’s surname prior to marriage, or driver’s license number. In addition, the district will protect employee social security numbers in that such numbers shall not: be publicly posted or displayed, be printed on any ID badge, card or time card, be placed in files with unrestricted access, or be used for occupational licensing purposes. Employees with access to such information shall be notified of these prohibitions and their obligations.

Any breach of the district’s information storage or computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district shall be promptly reported to the Superintendent and the Board of Education.

Ref: State Technology Law §§201-208
Labor Law §203-d

Adopted: 03/23/2017
Definitions

“Private information” shall mean personal information (i.e., information such as name, number, symbol, mark or other identifier which can be used to identify a person) 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:

- Social security number;
- Driver’s license number or non-driver identification card number; or
- 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.

“Breach of the security of the system” shall mean unauthorized acquisition or acquisition without valid authorization of physical or computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district. Good faith acquisition of personal information by an officer or employee or agent of the district for the purposes of the district is not a breach of the security of the system, provided that the private information is not used or subject to unauthorized disclosure.

To successfully implement this policy, the district shall inventory its hard copy, computer programs and electronic files to determine the types of personal, private information that is maintained or used by the district, and review the safeguards in effect to secure and protect that information.

Procedure for Identifying Security Breaches

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or a person without valid authorization, the district shall consider:

1. indications that the information is in the physical possession and control of an unauthorized person, such as removal of hard copies, lost or stolen computer, or other device containing information;
2. indications that the information has been downloaded, removed or copied;
3. indications that the information was used by an unauthorized person, such as fraudulent accounts, opened or instances of identity theft reported; and/or
4. any other factors which the district shall deem appropriate and relevant to such determination.
Security Breaches – Procedures and Methods for Notification

Once it has been determined that a security breach has occurred, the following steps shall be taken:

1. If the breach involved hard copy or computerized data owned or licensed by the district, the district shall notify those New York State residents 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 expeditious 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 to restore the reasonable integrity of the system. The district shall consult with the New York State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.

2. If the breach involved hard copy or computer data maintained by the district, the district shall notify the owner or licensee of the information of the breach immediately following discovery, if the private information was or is reasonably believed to have been acquired by a person without valid authorization.

The required notice shall include (a) district contact information, (b) a description of the categories of information that were or are reasonably believed to have been acquired without authorization, (c) which specific elements of personal or private information were or are reasonably believed to have been acquired and (d) what the district is doing about it. This notice shall be directly provided to the affected individuals by either:

1. Written notice
2. Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and that the district keeps a log of each such electronic notification. In no case, however, shall the district require a person to consent to accepting such notice in electronic form as a condition of establishing a business relationship or engaging in any transaction.
3. Telephone notification, provided that the district keeps a log of each such telephone notification.

However, if the district can demonstrate to the State Attorney General that (a) the cost of providing notice would exceed $250,000; or (b) that the number of persons to be notified exceeds 500,000; or (c) that the district does not have sufficient contact information, substitute notice may be provided. Substitute notice would consist of all of the following steps:

1. E-mail notice when the district has such address for the affected individual;
2. Conspicuous posting on the district’s website, if they maintain one; and
3. Notification to major media
Notification of State and Other Agencies

Once notice has been made to affected New York State residents, the district shall notify the State Attorney General, the Department of State Division of Consumer Protection, and the State Office of Information Technology Services as to the timing, content, and distribution of the notices and approximate number of affected persons.

If more than 5,000 New York State residents are to be notified at one time, the district shall also notify consumer reporting agencies as to the timing, content and distribution of the notices and the approximate number of affected individuals. A list of consumer reporting agencies will be furnished, upon request, by the Office of the State Attorney General.

Adopted: 03/23/2017
COPYRIGHTED MATERIALS

In compliance with Public Law 94-553, copyrighted materials shall not be duplicated by district employees or on district equipment in violation of the exclusive rights of the holders of the copyright on such materials.

Adopted: January 11, 1995
PERSONNEL & NEGOTIATIONS

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BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the superintendent.

BOARD COMMUNICATIONS TO STAFF

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will develop appropriate methods to keep the staff fully informed of the Board's problems, concerns and actions.

Adopted: September 11, 1989

Legal Ref: Education Law, 1708
EMPLOYEES WITH HIV-RELATED ILLNESS

The Board of Education recognizes the public concern over the health issues surrounding Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus Infection (HIV). The Board also recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board acknowledges the interests of employees diagnosed as having AIDS or HIV infection in continuing their employment, as well as the interests of all students and employees of the school district to learn and work without being subjected to significant risks to their health. The Board also takes notice that under current law and regulations the disclosure of confidential AIDS and/or HIV-related information must be strictly limited.

Accordingly it is the policy of the Board that no district employee shall be prevented from continuing his or her employment solely on the basis of such information.

In accordance with current law and regulations, it is also the policy of the Board to prevent any employee from being subjected to adverse or discriminatory treatment or stigma solely because he or she as been diagnosed as having AIDS or being HIV-infected.

The Superintendent of School is hereby directed to develop administrative regulations in regard to avoiding employment discrimination against individuals diagnosed as having AIDS or being HIV-infected.

The Superintendent also shall implement, and all school personnel shall comply with, guidelines and routine sanitary hygiene procedures for dealing with all spills of blood and other body fluids in or on school premises and grounds. The Superintendent should consult public health officials, as appropriate, for the most current methods and information pertaining to such procedures.

In addition, the Superintendent shall develop and immediately implement inservice education and training for all school personnel concerning AIDS and HIV infection and the routine sanitary hygiene procedures to be followed in the case of all spills of blood and other body fluids.

First Reading: September 14, 1994
Adopted: September 28, 1994
EMPLOYEES WITH HIV-RELATED ILLNESS REGULATION

If information is received regarding an employee's HIV status, the Superintendent of Schools may consult with the school attorney on the appropriate course of action to take under all the circumstances, bearing in mind the district's potential liability for defamation, employment discrimination, breach of the confidentiality requirements of the New York Public Health Law, and other possible causes of action.

CONFIDENTIALITY: Information obtained pursuant to a Health Department release form or court order is confidential and shall not be released to anyone, except to (1) persons listed on the said form; (2) persons listed on a court order pursuant to Public Health Law Section 2785; or (3) persons authorized to receive such information without a release or court order under Public Health Law Section 2782.

AIDS/HIV TESTING: No school official shall require any employee to undergo an HIV Antibody test or other AIDS test. However, this policy shall not preclude school officials from ordering an employee to undergo an examination under Education Law Section 913, when other illness is suspected, as long as no involuntary HIV antibody test or other AIDS test is administered as a part of such examination.

STANDARDS FOR AVOIDING EMPLOYMENT DISCRIMINATION: No disciplinary action shall be taken against an employee solely because he/she has AIDS or HIV infection. Action may be taken against an employee only if he/she is disabled and the disability interferes with his/her ability to perform in a reasonable manner the activities involved in the job or occupation.

The district shall make such reasonable accommodation to enable the employee to perform employment duties as may be required by federal or state law.

First Reading: September 14, 1994
Adopted: September 28, 1994
STAFF SUBSTANCE ABUSE

The Board of Education strongly believes that all staff members are perceived, consciously or unconsciously, as role models in the school and in the community. Since substance abuse has become a national problem, particularly among children and teenagers, the Board believes that school employees must exemplify the positive benefits of a drug-free lifestyle. The Board therefore will not tolerate the illegal use, including possession, sale and/or manufacture, of drugs by staff members either in the workplace, or at any time when the effects of such drug(s) may impair the performance of their duties. In this context, alcohol is considered a drug.

As mentioned in LAMPS Section 9125, Drug-Free Workplace, the district shall maintain an employee awareness program, including information regarding substance abuse rehabilitation programs provided by local agencies.

If an employee is found to have violated the terms of this policy, he or she may be subject to a range of penalties up to and including dismissal. That employee may be required to participate in a substance abuse rehabilitation program in lieu of disciplinary action.

EMPLOYEE ASSISTANCE PROGRAM:
The Board recognizes that the problems of alcohol and other substance use and abuse affect every segment of society. Therefore, in collaboration with district collective bargaining units, the Board will establish an employee assistance program that will provide appropriate and confidential prevention, intervention, assessment, referral, support and follow-up services for district staff. Staff members will be informed of such services and shall be encouraged to seek such help either voluntarily or in lieu of disciplinary action.

In general, the Board shall only intervene if an employee's personal problems adversely affect his or her job performance.

DRUG-TESTING OF EMPLOYEES:
No employee shall be subjected to urinalysis or other form of drug testing without reasonable individualized suspicion that the employee has been using all illegal drug(s). The school attorney shall be consulted before any implementation of such testing.

In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

REF: Civil Service Law #75
Education Law #3020-a
9125 Drug-Free Workplace

Adopted: September 12, 1990
STAFF COMPLAINTS & GRIEVANCES

Grievance procedures are designed to resolve conflicts that may arise among various members of the staff. These procedures are defined in the district collective bargaining agreements. Staff members have the right to present complaints and grievances in accordance with the established procedures free from coercion, interference, restraint, discrimination or reprisal.

The district shall implement procedures and regulations and designate an employee to carry out the responsibilities under Title IX and section 504 of the Rehabilitation Act.

Staff complaints that cannot be resolved under procedures of Title IX and Section 504 shall be subject to the discretion of the Board as to the method by which the complaint may be brought.

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 due to sex and/or handicapping condition to parents/guardians, employees, eligible students and the community. The public notice shall:

1. Inform parents, employees, students and the community that vocational education programs are offered without regard to sex, race, color, national origin or handicapping condition;

2. Provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination due to sex and/or handicapping condition;

3. Be included in announcements, bulletins, catalogs, and applications made available by the district.

Adopted: January 13, 1993
**Meals and Refreshments**

The Board of Education recognizes that it may be appropriate to provide meals and/or refreshments at Milford meetings and/or events, which are being held for an educational purpose. Any expenditure made on such meals and/or refreshments should be documented with a receipt, itemized whenever possible, and submitted to the Milford business office for the purpose of audit and reimbursement.

Whenever meals and/or refreshments are ordered, the person making the request shall indicate the date, purpose of the meeting and identify the group in attendance. It is acknowledged that meal and/or refreshment expenditures may be incurred as an extension of the responsibilities of employees or to continue to enhance a specific activity or event that is being held for a business purpose. In such instances, documentation as noted above shall be submitted to the Business office for the purposes of audit and reimbursement.

Examples of authorized categories of expenditures include, but are not limited to, refreshments for staff on Opening Day, Superintendent's Conference Day, staff recognition events, curriculum review and assessment meetings, and other meetings at which Milford C.S.D. business is conducted. Other examples of authorized categories include, but are not limited to, a meal provided to a committee or working group whose responsibilities require working through the meal hour, or other specific circumstances for which working through the meal hour is advantageous to the district.

Meal costs (excluding alcoholic beverages) included for travel-related approved conferences shall be regulated by the conference request/reimbursement forms available in the Milford Business Office.

Ref: NY Constitution, Art. VIII, 1 (constitutional prohibition against gifts)

Education law 2118
Ops. St. Compt. 77-667; 79-522; 82-66; 82-213 82-298; 83-57; 98-2

First Reading: 2/23/06
Adopted: 3/9/06
INCIDENTAL TEACHING

The Board of Education authorizes the Superintendent of Schools to assign a teacher to teach a subject not covered by the teacher's certificate for up to five classroom hours a week when the Superintendent believes it is in the interests of the school district. In order to accomplish this, the Superintendent shall, pursuant to the regulations of the Commissioner of Education:

1. Determine that the teacher being assigned on an incidental basis has sufficient teaching experience and knowledge of the subject to teach it in a competent manner;

2. Submit a list of all teachers assigned on an incidental basis, including the course assigned and the certification area of the teacher so assigned, to the Board of Education at a public meeting by October 1 of each year. Assignments made after October 1, must be reported to the Board at the next regularly scheduled public Board meeting; and

3. Submit the same list to the State Education Department as part of the district's annual Comprehensive Assessment Report.

In addition, the Superintendent shall ensure that the district informs parents about incidental teaching assignments through public discussion at a Board meeting.

The information provided should include the teacher's experience and knowledge of the subject matter so parents are aware of the teacher's qualifications to teach the subject.

If a parent appeals an incidental teaching assignment, the appeals process shall begin with the filing of a written complaint with the Principal. If the complaint remains unresolved at this level, the complaint is appealable to the Superintendent. If still unresolved, the parent may appeal to the Board for a final determination. If the complaint concerns a particular teacher's qualifications, the Board may meet in executive session to discuss the issue.

Adopted: January 13, 1993
PROFESSIONAL STAFF LEAVES AND ABSENCE

Leaves of absence may be granted by the Board of Education in its discretion to professional staff employees for a wide variety of purposes or reasons. These include personal illnesses or non-work related injury, long term disability, maternity, child care, jury duty, military service, sabbaticals, personal matters, bereavement, attendance at professional conferences, union business, and educational leave. The Board of Education retains the inherit right to monitor the use of leave and sick time by all employees, regardless of any language pertaining to this subject in any collective bargaining agreement between the district and a recognized bargaining unit.

1. Routine leave requests, such as sick days or personal days, will be granted based upon the provisions of the existing collective bargaining agreements for both instructional and instructional support staff members. These same benefits will be extended on equal basis for any non-unit professional employee.

2. When extended leaves of absences are requested, the following considerations will govern:
   a. When evaluating a request for leaves under this policy, the beset interests of the instructional program and the needs of the district will be considered as paramount.

3. Leaves will not normally be granted for such reasons as engaging in non-school related business, taking vacation trips, accompanying a spouse on a business or vacation trip, or accepting another position of employment.

4. All extended leaves of absence will be granted in accordance with State Law and School Board Policy.

5. The Board of Education reserves the right to pro-rate leave benefits for part-time employees.

6. Unused sick days cumulation will be granted based upon terms so specified in the existing collective bargaining agreements.

Employees requesting extended leaves of absence should address a letter to the Superintendent explaining the nature and purpose of the leave, its duration, and any other relevant information the Board should consider in its decision.

8. Employees granted extended leaves must notify the Superintendent of their work intentions by April 1 prior to the school year in which they plan to return.

9. The Board of Education requires all employees returning from a medically related leave of absence to submit a physician's statement certifying their ability to resume work. a. The employee may at his/her expense, obtain the same opinion from a physician of their choice.

Adopted: February 13, 1991
HIRING OF SCHOOL PERSONNEL

All permanently appointed teaching and non-teaching personnel must have Board of Education approval prior to assuming duties.

All personnel who are hired on a temporary basis must have approval from the Superintendent of Schools, i.e., personnel who are hired as extra or emergency help.

Vacancies in positions shall be advertised.

Adopted: January 21, 1980
INTERIM APPOINTMENTS AND RESIGNATIONS

INTERIM APPOINTMENTS:
Turnover of staff can be frequent and damaging to the Milford Central School mission. Administrators need flexibility to recruit and appoint to various positions between Board of Education meetings when the position lines have been previously approved. This policy will not be in effect for positions being newly created. However, in the event that enrollment creates the need for contractually required assistance, administrators will be free to hire in that circumstance. The Board's rights to ultimately appoint to specific positions must be preserved and will be so stated in the letter of interim appointment. All interim appointments are subject to Board action at the next available Board meeting.

The Milford Central School administrator will follow legal precedents in making interim appointments, especially Henshaw vs. Pawling in that a temporary appointment follows these four guidelines:

1. sudden death of an incumbent;
2. importance to fill immediately;
3. prompt Board action following the appointment; and
4. no circumvention of the Tenure Law or Civil Service Law.

ACCEPTANCE OF RESIGNATIONS:
The Milford Central School Board follows the procedures for acceptance of a resignation of an employee as stipulated in P.L. 31. A resignation becomes administratively received with the date stipulated for effect when received in writing by the Clerk of the Board. No Board of Education action is necessary.

Adopted: March 12, 1991
SUBSTITUTE INSTRUCTIONAL STAFF EMPLOYMENT

To the greatest degree possible, the Board of Education shall employ as substitute teachers competent and effective individuals who are certified by the State of New York in an approved teaching area.

Individuals employed as substitute teachers who are not certified may be employed for up to 40 days during a school year, unless such individuals are in a program leading to teacher certification. In that case, there is no limit on the number of days for which they may be employed as a substitute teacher.

The employment of substitute teachers will be centralized for the district in the office of the Superintendent. Candidates selected will be recommended to the Board for placement on the list of approved substitutes. Principals will assume responsibility for the scheduling of substitutes from the approved list as needed.

First Reading: December 14, 1994
Approved: January 11, 1995
PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board recognizes that continuing professional growth and increasing effectiveness of the professional staff are essential for the success of the educational programs of the District. Therefore, continual professional growth of all staff members on an individual basis and through planned inservice programs will be encouraged. Such opportunities shall include, but are not limited to, special inservice workshops, school visitations, summer work-projects, and participation in professional conferences and meetings.

The Superintendent will have the authority to approve released time for conferences and visitations, provided such activities are within budgetary allocations and the teachers absences do not have a negative effect on the school program. Also, the Superintendent, with the input of the administrative and teaching staffs, will design and direct District programs for the continuing development of the professional staff. A report on professional staff development will be submitted to the Board each summer for the previous school year.

REF: Education Law 3604(8)
    General Law 77-b; 77-c

Adopted: November 28, 1990
CONFERENCE ATTENDANCE

All personnel of the Milford Central School who desire to attend a conference or a workshop which is directly applicable to the field which he or she is employed at Milford Central School, must complete an application form and submit it to the Superintendent at least one month prior to the date of the conference or workshop. The application form may be obtained in the school district office.

School vehicles must be used if available. Conference participants are encouraged to submit to interested colleagues a brief written report of the conference activities.

After the conference or workshop has been attended, an itemized list of room, meals, registration, and transportation expenses must be submitted to the Treasurer for approval and payment.

Since funds for attending a conference or workshop may not be available at all times, those persons not previously attending a conference or workshop, or those persons whom the administration feels would receive greatest benefit will have preference.

Adopted: February 13, 1973
DRUG FREE WORKPLACE

The Board of Education prohibits the manufacture, distribution, dispensing, possession and/or illegal use of any controlled substances in the workplace. "Workplace" shall mean any site on school grounds, at school-sponsored activities, or any place in which an employee is working within the scope of his/her employment or duties. "Controlled substances" shall include drugs which are illegal because they have no legitimate medical purpose, and drugs which have legitimate medical uses but are highly addictive.

The Superintendent of Schools or his/her designee shall implement related regulations which outline the requirements of the Federal Drug-Free Workplace Act of 1988.

Adopted: September 12, 1990
DRUG FREE WORKPLACE (REGULATION)

1. The Superintendent of Schools shall certify to any Federal agenda making a direct grant to the district that the district will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988.

2. The Superintendent or his/her designee shall establish a drug-free awareness program to inform employees about:
   a. the dangers of drug abuse in the workplace;
   b. the district's policy of maintaining a drug-free workplace;
   c. any available drug counseling, rehabilitation, and employee assistance programs; and
   d. the penalties that may be imposed upon employees for drug abuse violations.

3. The Superintendent or his/her designee shall publish a statement notifying district employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the workplace (as defined by district policy). The statement shall specify the actions that will be taken against employees for violations of such prohibition. Each employee shall receive a copy of this statement and the Drug-Free Workplace Act of 1988.

4. Each employee, as a condition of employment on any direct Federal grant shall:
   a. abide by the terms of the statement, and
   b. notify his/her immediate supervisor, who shall notify the Superintendent, of any criminal drug statute conviction for a violation occurring in the workplace within three (3) days of such conviction.

5. The Superintendent shall notify the Board of Education of any such conviction(s), and shall notify the granting agency within 10 days after receiving notice of such conviction(s) from any source.

6. Within 30 days of such conviction(s), the district shall initiate appropriate disciplinary action against any employee so convicted in the manner provided for by law, up to and including dismissal, and/or require his/her satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

7. The district shall make a "good faith effort" to continue to maintain a drug-free workplace through implementation of these regulations.

Adopted: September 12, 1990
POLICY STATEMENT:
Milford Central School is dedicated to providing safe and efficient service to our community. Moreover, we are dedicated to providing a safe workplace for our employees.

In order to meet this goal, we hereby endorse the Federal Highway Administration substance abuse regulations. We will provide training, education and other assistance to our employees. Drug testing, in compliance with DOT regulations, is an integral part of our program. Non-compliance with this policy or violation of the regulations may result in severe disciplinary action including suspension or dismissal.

EMPLOYEE ASSISTANCE PROGRAM
The district has established an Employee Assistance Program (EAP) which includes education and training for drivers, supervisors, and company officials about controlled substances and alcohol.

The training program will cover the effects of controlled substance use on personal health, safety, and the work environment. Manifestations and behavioral changes that may indicate controlled substance use and abuse will also be addressed. Documentation of these training sessions will be maintained.

PROHIBITIONS
No driver shall report for duty within 6 hours of consuming alcohol.
No driver shall use alcohol while on-duty.

No driver shall be on duty while having an alcohol concentration of 0.02 or greater. No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol, unless the alcohol is manifested and transported as part of a shipment.

No driver shall use alcohol for eight hours following an accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall use controlled substances, except when pursuant to the instructions of a physician who has advised the driver that such use will not adversely affect the driver's ability to safely operate a commercial motor vehicle.
DRUG AND ALCOHOL TESTING PROGRAM
This policy applies to all employees requiring a commercial driver's license, as defined by the Department of Transportation Title 49 Code of Federal Regulations Part 383.5.

TYPE OF TESTS
Drug testing for marijuana, cocaine, opiates, amphetamines and PCP will be performed on urine specimens. Alcohol testing will be performed by means of breath testing devices approved by the National Highway Traffic Safety Administration. Testing procedures will comply with Federal Motor Carrier regulations 49 CFR Part 40. Individual test reports will be maintained in each employee's confidential file.

Six types of drug and alcohol tests are required under federal regulations: pre-employment, random, reasonable cause, return to duty, follow-up and post-accident. In addition, testing may be done as part of the periodic physical exam.

(1) All applicants for employment will submit to testing.

(2) Throughout the year, drivers are subject to unannounced testing on a random basis. The total number of random drug tests will equal or exceed 50% of the average number of commercial motor vehicle driver positions, including substitutes, for which testing is required. The minimum alcohol testing rate will be 25%. Since drivers are chosen at random throughout the year, each individual driver may not be tested or be tested once, twice or more in a given year.

(3) A driver shall submit to testing, upon reasonable cause, when requested to do so by the district. Conduct triggering testing under this part must be directly observed by a supervisor or district official. The supervisor making this determination must have received training in the identification of behavior indicative of use of a controlled substance. Documentation of the driver's conduct shall be prepared and signed by the witness within 24 hours.

(4) If a driver who violates this policy is allowed to return to duty, a test will be conducted prior to the performance of a safety-sensitive function. In addition, the driver will be subject to unannounced follow-up testing. The frequency of such tests will be prescribed by a substance abuse professional and will consist of a minimum of 6 tests in the first 12 months following the driver's return to duty.
The cost of all follow-up testing shall be the responsibility of the employee. The decision whether a driver shall return to work will be made solely and exclusively by the district.

(5) The employer will test for alcohol and drugs as soon as possible after an accident, if the driver receives a citation for a moving traffic violation related to the accident or there is a fatality. The alcohol test should be performed within 2 hours of the accident. If not tested within 2 hours, the driver may be testing for alcohol up to 8 hours following the accident. The drug test will be performed with 32 hours of the accident.

(6) If a driver is unable to complete the Breathalyzer test due to a physical limitation, he or she must submit to a blood alcohol test.

PROCEDURES FOR DRUG TESTS
Drug testing is done by means of urine collection and analysis. The specimen will be collected by trained personnel in accordance with DOT regulations. The specimen is divided into 2 separate containers (the primary sample and the split sample) and sealed in a tamper-evident container, and shipped to a NIDA-certified lab for testing. Laboratory test results are reported to the medical review officer (MRO). Before reporting a positive test to the employer, the MRO will attempt to contact the driver to discuss the test results. If the MRO is unable to contact the driver directly, the MRO will contact the employer's Drug Program Administrator who will contact the employee. If no legitimate explanation for the positive test is found, the MRO will report the test as positive. If there is a valid explanation for the positive test other than illegal drug use, the MRO will report the test as negative. A test showing the presence of a medication which the employee has used in accordance with a valid prescription will be considered a negative test.

In the event of a positive drug test, the employee has the right to request that the split sample be sent to a different certified lab for testing. This request must be made within 72 hours of the time the driver was informed of the results by the MRO. The cost of the split testing will be the responsibility of the employee.

PROCEDURES FOR ALCOHOL TESTS
Certified breath alcohol technicians will perform these tests using evidential breath testing devices. If the test shows a result less than 0.02, the test is considered negative. If the alcohol concentration is 0.02 or greater, a confirmation test must be conducted. The confirmation test will be performed fifteen minutes after the initial test and the results of this test determine what actions will be taken.
CONSEQUENCES OF A POSITIVE TEST

(1) Applicants for employment who test positive for drugs or alcohol will not be hired.

(2) Any employee who tests positive for alcohol at a level of 0.04 or higher or who tests positive for drugs will be removed from service without pay and referred to a substance abuse professional at his/her own expense.

(3) If a driver tests positive for alcohol and the test result is between 0.02 and 0.04, the driver must be removed from driving or performing safety-sensitive duties for 48 hours. The driver must undergo an alcohol test with a negative result before returning to duty. Whether a driver shall return to work will be the decision of the Board of Education.

(4) The cost of all follow-up testing shall be the responsibility of the employee.

CONSEQUENCES OF REFUSING A DRUG OR ALCOHOL TEST
The consequences of refusing a test will be immediate dismissal.

Legal Reference: Department of Transportation Regulations, 49 CFR Part 40

Adopted: December 21, 1995
Amended: January 24, 1996
DRUG TESTING NOTICE & DRIVER FACT SHEET

1. Employer completes:

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Company P.I.S. ID#</td>
</tr>
<tr>
<td>Collection Site</td>
<td>Appointment Date &amp; Time</td>
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<tr>
<td>Test Type:</td>
<td></td>
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<tr>
<td></td>
<td>□ Preemployment</td>
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<td></td>
<td>□ Post-accident</td>
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<td></td>
<td>□ Random</td>
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<tr>
<td></td>
<td>□ Return to duty</td>
</tr>
<tr>
<td>Manager Signature</td>
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</tbody>
</table>

2. Employee to read and sign:

You have been selected for a urine drug test. The testing procedures to be followed are in accordance with the U.S. Department of Transportation, Federal Highway Administration regulations. They are designed to ensure accuracy while protecting your rights to privacy. Failure to cooperate will deem you unqualified to drive a commercial motor vehicle for this company.

*Make sure to have an official photo identification, such as a driver's license, with you when you report to the specimen collection site.*

Directions: Report to collection site above. Present your photo I.D. to the collection site staff. Check your outer garments, briefcase, etc. with the collection site staff for safekeeping. You may retain your wallet. You have the right to request a receipt for your belongings. Wash and dry your hands. Receive a sealed specimen container from the staff. Proceed to the privacy enclosure and provide a urine specimen into the container. At least 45 milliliters is needed. Do not attempt to tamper with or substitute the specimen. It will be visually inspected and its temperature will be measured. *If the staff suspects tampering, you may be required to provide a second sample under direct observation.* Give the specimen container to the collector, making certain that it is kept in view at all times until it is officially sealed and labeled. Observe the sealing and labeling. Initial and date the labels of specimen bottle A and B. You will be given a multi-part form called the "Custody and Control Form" to complete. Retain Copy 4 for your records. You may wish to complete the back of Copy 4 by indicating any medications you are currently using.

I understand these instructions and permit the results to be reported to my employer.

<table>
<thead>
<tr>
<th>Employee signature</th>
<th>Date</th>
</tr>
</thead>
</table>

3. NOTE TO COLLECTION SITE:

Fax MRO copy of the chain-of-custody form and a copy of this form to Partners In Safety 914-341-0355. Then, attach this form to MRO copy and mail to Dr. Kamer c/o Partners In Safety, 561 North St., Middletown, NY 10940.

If there are any questions or problems, CALL PARTNERS IN SAFETY IMMEDIATELY (914-341-05(5).

Roche Account# 31621465 **C-** Met Path Account# 58898-8
STAFF COMPLAINTS AND GRIEVANCES

Grievance procedures are designed to resolve conflicts that may arise among various members of the staff. These procedures are defined in the district collective bargaining agreements. Staff members have the right to present complaints and grievances in accordance with the established procedures free from coercion, interference, restraint, discrimination or reprisal.

The district shall implement procedures and regulations and designate an employee to carry out the responsibilities under Title IX and Section 504 of the Rehabilitation Act.

Staff complaints that cannot be resolved under procedures of Title IX and Section 504 shall be subject to the discretion of the Board as to the method by which the complaint may be brought.

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 due to sex and/or handicapping condition to parents/guardians, employees, eligible students and the community. The public notice shall:

1. inform parents, employees, students and the community that vocational education programs are offered without regard to sex, race, color, national origin or handicapping condition;
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination due to sex and/or handicapping condition;
3. be included in announcements, bulletins, catalogues, and applications made available by the district.

First Reading: December 9, 1992
Approved: January 13, 1993
FAMILY & MEDICAL LEAVE ACT

As an employer covered by the requirements of the Family and Medical Leave Act of 1993, who has employees who are eligible for the benefits set forth therein, the Board hereby directs the Superintendent of Schools to establish Administrative Regulations for distribution to employees of the Milford Central School District regarding their rights to child care and serious health condition leaves under the Federal Law. The Administrative Regulations shall be consistent with the provisions of collectively negotiated agreements, where applicable.

First Reading: October 26, 1994
Adopted: November 30, 1994
Milford
FAMILY AND MEDICAL LEAVE ACT OF 1993
ADMINISTRATIVE REGULATIONS

These Regulations shall apply only to leave under the Family and Medical Leave Act of 1993 (FMLA) and will become effective February 5, 1994'.

I. ELIGIBLE EMPLOYEES

A. Eligible employees are those who work for Milford School District during such time that Milford employs at least 50 employees within a 75 mile radial area. To be eligible, the employee must meet the following criteria:

1. must have been employed by the district for at least 12 months (need not be consecutive and may include 52 weeks of partial or whole employment).

2. must have been employed by the district for at least 1,250 hours of service during the 12 calendar months immediately preceding the commencement of the leave.

3. qualification for leave is measured from the leave commencement date.

4. employees defined as executive, administrative and professional (including teachers) under the Fair Labor Standards Act will be presumed to have worked at least 1,250 hours during the previous 12 months, since records of their hours are not maintained.

[Note: Teacher assistants and aides are treated along with non-instructional employees for the purposes of counting hours of employment if they are not primarily engaged in instruction].

II. LEAVE ENTITLEMENTS

A. A total of 12 work weeks of leave during any 12-month period (defined in Paragraph C, Page 3) for one or more of the following purposes:

1. child care for birth of an employee's son or daughter.
2. adoption or foster care of a child by an employee.
3. care for a spouse, child or parent with a serious health condition.

'For those employees not covered by a contract or collective bargaining agreement in effect on August 5, 1993, these Regulations became effective for those employees on August 5, 1993.
4. an employee’s own serious health condition which renders him/her unable to perform work functions [disability within the meaning of the Americans with Disabilities Act].

B. DEFINITIONS

1. **Spouse** - A husband or wife, as defined under state Law.

2. **Parent** - The biological parent of the employee or his/her legal guardian; [Note: not an in-law].

3. **Son or Daughter** - A biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis of a child under 18, or over 18 and in need of assistance with or supervision over daily living skills due to mental or physical disabilities.

4. **Serious Health Condition** - An illness, injury, impairment, physical or mental condition involving:
   a. any period of incapacity or treatment in connection with in-patient care at a hospital, hospice or medical residential care facility;
   b. any period of incapacity requiring absence from work, school or other daily activities of more than three (3) calendar days; that also involves continuing treatment by or under the supervision of a health care provider;
   c. continuing treatment by (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that if untreated, it would likely result in a period of more than three (3) calendar days absence, or for prenatal care.

5. **Health Care Provider** - Medical doctors, osteopaths, dentists, optometrists, chiropractors, podiatrists, psychologists, nurse practitioners and nurse midwives, if authorized to practice under state law, acting within the scope of their practice, and Christian Science practitioners listed with the First Church of Christ Science in Boston, Mass.

6. **Continuing Course of Treatment by a Health Care Provider** - Refers to:
   a. The employee or family member being treated two or more times by a provider of health care services or treatment personnel pursuant to medical protocol or is subject to supervision by a health care provider.
b. Voluntary or cosmetic treatments are not serious health concerns unless the in-patient and other requirements of the law are met. This possible grey area includes: the removal of a cancerous growth, reconstructive dental work, stress treatments, allergy treatments.

[NOTE: Routine preventive physical examinations are excluded.]

C. THE APPLICABLE 12-MONTH PERIOD

1. Each eligible employee is entitled to a total of 12 work weeks of FMLA leave during each 12 month period. The 12 month measuring period has been selected by the District and Milford will utilize a rolling 12-month period measured backward from any date which an employee uses any FMLA leave.

2. Milford may change the 12 month leave methodology upon 60 days notice to all employees in a non-prejudicial manner to leave rights.

D. NATURE OF LEAVES

1. Child Care
   a. leave rights apply equally to fathers and mothers in the case of child care leaves.
   b. child care leave may begin before the birth for prenatal reasons.
   c. child care leave may begin before actual placement of a child in foster care or adoption of a child (e.g., time for counseling sessions, court appearance, attorney-client and physician meetings or examinations).
   d. there is no age minimum on the adoption of a child or a child received into foster care placement.
   e. the time within which a child care adoption or foster care leave must be taken is 12 months from the birth, adoption or placement of the child.
   f. if both spouses work for Milford, only a combined 12 weeks may be taken within the 12-month period for the purposes of child care.
   g. intermittent leave for the purposes of child care, foster care and adoption is subject to Milford's permission and is not a right granted by law.
h. if the leave is foreseeable, at least 30 days notice may be required by Milford. Where unforeseeable, notice must be given as soon as is practicable (within one or two working days) or else Milford may deny the leave until there is 30 days actual notice.

2. Serious Health Conditions Leaves

   a. in addition to the availability of up to 12 consecutive weeks of leave, intermittent leave is available, as is reduced scheduled leave, when the same is medically necessary.

   b. medical necessity refers to the health care provider's certification that the medical need "can be best accommodated" through an intermittent or reduced leave schedule.

   c. if both spouses work for Milford, only a combined 12 weeks of leave may be taken to care for a child or parent (but not an in-law).

   d. intermittent leave is leave that is taken in separate blocks of time, rather than continuously, broken down to units upon the same basis as the breakdown employed for sick leave use (e.g., for medical appointments, chemotherapy).

   e. reduced leave schedule refers to a diminished number of hours in the workday (e.g., from 8 to 6 hours, due to limited health capacity.)

   f. the increment of time for intermittent leave may be as brief as the minimum interval of time used in Milford's payroll system to account for absences (e.g., one hour or less).

   g. where the need for intermittent or reduced schedule leave is foreseeable, at least 30 days notice shall be given by the employee to Milford (same as for birth, adoption and foster care).

   h. the employee must attempt to schedule treatments so as to minimally disrupt work routines, consistent, however, with the medical necessity standards.

   i. the medical certification should be presented, upon Milford's request, at the time of leave, but must be presented within 15 calendar days of Milford's request, where practicable.
j. an employee requesting intermittent or reduced schedule leave due to a planned medical treatment may be required to transfer temporarily to an available alternative position:
   1. for which the employee is qualified;
   2. with equivalent pay and benefits;
   3. which better accommodates treatment schedule.

III. PAID AND UNPAID LEAVE

A. Where Milford provides paid leave for fewer than 12 work weeks, the additional weeks, to a total of 12, may be unpaid.

B. Milford may require the substitution of paid leave accruals (e.g., vacation, personal leave or family leave) for any part of the 12 weeks.

C. Absent the availability of paid leave options, the FMLA does not require paid leave time.

D. Paid leaves do not count towards FMLA leave time if they are: not so designated by Milford, who has the duty to decide whether or not the requested leave falls under FMLA, requested separately and not in relationship to an FMLA leave.

E. Where an unpaid leave beyond the limits of the FMLA period is provided for by Milford, the first part shall be the FMLA leave.

IV. CERTIFICATION OF MEDICAL LEAVES

A. Milford requires timely certification of a medical leave application pursuant to these standards:

   1. date when serious health condition commenced;

   2. its probably duration;

   3. relevant medical facts within the health care provider's knowledge which Milford should need to know;

   4. in the case of caring for another by the eligible employee, a statement of the need for the employee to provide care, including time requirement estimates; [NOTE: "Care" includes physical and psychological, and may be provided intermittently, where several family members share in the care duties.]
5. when the subject of the medical leave is the employee, a statement that s/he is unable to perform the functions of the position;

6. in the case of intermittent leave for planned medical treatment, the dates on which the treatment is scheduled to be given and its duration;

B. Discipline may be meted out for failure to timely furnish medical certifications (within 15 calendar days of Milford's request) only if notice of consequences is given at the time of the request for leave.

V. SECOND OPINIONS AND CONFLICTING OPINIONS REGARDING CERTIFICATION

A. When Milford has reason to doubt the validity of a medical opinion regarding a medical leave request, it may require, at its expense, that the employee obtain a second health care provider's opinion by one designated or approved by Milford. Such designee may not be employed by Milford.

B. A third health care provider resolves conflicts between the first and second opinions via a final and binding decision.

C. Subsequent recertifications may be required by Milford on a reasonable basis.

VI. RESTORATION TO POSITION UPON RETURN TO REGULAR WORK SCHEDULE

A. Upon return from a covered leave, the employee must be restored by Milford to the position from which leave was granted; or

B. Restored to a position which is equivalent in benefits, including pay.

C. Restoration may be avoided if it can be shown that the employee would have been laid-off anyway. However, if, for example, the employee went on leave from the night shift, s/he must be restored to the night shift.

D. Restoration may be denied to "key employees", also known as "salary eligible employees", if necessary, to prevent substantial and grievous economic injury to Milford or to an employee who fails to provide a fitness for duty certificate.

[Note: a key employee is one who earns within the top 10% in compensation of all employees (salaried and non-salaried) working within a 75 mile radius.]

E. A substantial grievous economic injury to Milford's operation is measured as the casual effect the return of the key employee would have on the enterprise. To be substantial, the effect must either threaten the viability in the present sense or, over the long term, would cause substantial injury.
F. Key employees may be placed on notice at the inception of FMLA leave or, under certain circumstances, during their leave, that restoration may not occur at the end of the leave. When notice is given during the leave, the employee must be given an opportunity to return immediately.

G. The procedural rights of key employees at the time of intended return is described in detail in the regulations.

H. Milford may require an employee to periodically report on intent to return status.

I. If an employee gives Milford an unequivocal notice of intent not to return to work, Milford’s obligations to maintain health benefits and restore to position cease.

J. Milford may adopt a fitness for duty certification policy, which uniformly applies to employees returning from medical leaves of the same nature.

K. Fitness for duty review must be limited to the condition(s) for which the FMLA leave was granted.

L. The terms in a collectively negotiated agreement shall supersede the return to work (fitness for duty) requirements of FMLA, so long as they do not run afoul of the Americans With Disabilities Act.

M. Milford may deny restoration from leave until the employee furnishes a required fitness for duty certification, but only if the notice requirements of Section 925.310Ecl have been met. (The 825.301 "notice of rights" to FMLA leave applicants, including fitness for duty requirements upon return to work and a specific individualized notice of certification requirement, must be given at or immediately after leaved commencement.)

N. Fraudulent actions by employees are not protected under FMLA. VII.

HEALTH BENEFITS DURING LEAVE

A. the law requires Milford to maintain group health plan coverage for employees on FMLA leaves as if they were actively engaged at work for the duration of the leave.

B. Group health care coverage may extend beyond health insurance, alone, to dental care, vision care, mental health counseling and substance abuse treatment.

C. Improvements in benefits accrue to an employee on FMLA leave, as if s/he was actively engaged at work.
D. Window periods for plan or coverage changes must be made on notice to those on FMLA leaves, giving them an opportunity to participate.

E. While on FMLA leave, an employee may opt-out from coverage, but must be allowed to re-enter the plan(s) unconditionally upon return to work (e.g., without waiting period or physical examination.)

F. Employees on an FMLA leave become immediately ineligible for Milford health premium funding as soon as Milford is informed of an intent not to return from leave.

G. Key employees who are not allowed to return from FMLA leave shall be entitled to continue health benefits until:
   1. Notice of intent not to return is given by the employee.
   2. FMLA leave entitlements are fully exhausted [total of 12 weeks].

H. Where employee premium contributions exist, those on FMLA leaves shall be required to remit their shares to Milford or the carrier, without any additional charges.

I. If the employee on FMLA leave is more than 30 days late in paying his/her share of the premium, Milford's obligation to pay its share ceases.

J. If coverage lapses during the FMLA leave due to the employee's failure to make premium share payments, the coverage must be unconditionally restored upon return to work.

K. Milford may recover from the employee who was on FMLA leave the employee's premium share, if Milford made a voluntary payment to avoid a lapse in coverage.

L. Milford may recover its premium payments from an employee who fails to return from FMLA leave by virtue of resignation, retirement or abandonment, unless:
   1. The serious health condition persists beyond the time of leave;
   2. Circumstances beyond the employee's control occur (e.g., spouse is transferred to a job location more than 75 miles away; the employee is needed for the health care of an immediate family member; the employee who was given notice not to return at the end of the leave; but not to extend child care leave).

M. Milford may recoup premiums from an employee through payroll deductions.

N. Return to work means resumption of duties for at least 30 days.
VIII. ANTI-DISCRIMINATION AND ENFORCEMENT PROVISIONS

A. Milford is prohibited from interfering with or denying an employee the opportunity to exercise rights provided under FMLA.

B. Protected activities include: filing a charge, instituting a proceeding, furnishing information and testing.

C. Discouraging and employee from using FMLA leave constitutes a violation.

D. Individual rights are not delegable to the collective negotiations process.

E. The U.S. Secretary of Labor is empowered with investigative authority under the FMLA.

F. Records must be preserved by Milford pursuant to a standards set forth in the FLSA and are subject to annual submission for inspection, unless reasonable cause warrants more frequent inspection.

G. Employees may file complaints administratively with the Wage and Hour Division, Employment Standards Administration of the U.S. Department of Labor.

IX. POSTING AND NOTICE REQUIREMENTS

A. Milford shall post and maintain conspicuously in places where employees are employed a notice explaining the Act and providing the procedures for filing complaints of violations with the Wage and Hour Division.

X. Milford RECORD KEEPING REQUIREMENT

A. In the form required by the FLSA, the following FMLA relevant information must be retained for at least three (3) years:

1. basic payroll data;

2. FMLA leave dates (all employees) and so designated as such in records;

3. days and hours (where applicable) of FMLA taken by employees;

4. copies of employees notices of FMLA leave given to Milford; copies of Milford notices (both general and specific) given to employees. Copies may be maintained in employee personnel file;
5. documents which describe employee benefits, policies and practice regarding the taking of paid and unpaid leaves;

6. premium payments of employee benefits;

7. written records of disputes about FMLA leave conferral issues.

B. For employees not subject to FLSA recordkeeping requirements (e.g., exempt), Milford need not keep records of actual hours worked if:

1. eligibility for FMLA leave is presumed;

2. intermittent or reduced leave schedule hours are agreed upon between Milford and employee (e.g., the parties agree what the regular or average hours of work are).

C. Medical certification and recertification documents shall be maintained in separate files/records and treated confidentially, except when supervisors and/or safety personnel have a need to know.

D. Government officials investigating compliance with FMLA must be provided with relevant information upon request.

XI. SPECIAL RULES FOR SCHOOL TEACHING PERSONNEL

A. Whenever primarily instructional employees will miss more than 20% of the working days during the intended FMLA leave for planned treatment of serious health condition (personal or family member), Milford may require:

1. the employee to take leave for periods of a particular duration, but not in excess of the leave period;

2. to transfer temporarily to an alternative position for which the employee is qualified which:

   a. has equivalent pay and benefits.
   
   b. better accommodates recurring periods of leave than the regular employment position.

B. To be eligible for the 20% leave described in paragraph "A" above, the employee must make a reasonable effort to schedule treatments in a manner which will not unduly disrupt Milford's operation and, if practicable, give at least 30 days prior notice.
C. For leaves near the conclusion of an academic term (semester), the following rules may be applied by Milford in the case of primarily instructional employees:

1. If the leave commences at least five (5) weeks before the end of an academic term and the leave is of at least three (3) weeks duration, leave may be required until the end of the term if the return date would otherwise be within the last three (3) weeks of the term.

2. If a FMLA leave, other than for an employee's own medical condition, begins less than three (3) weeks before the end of an academic term and would last for more than five (5) working days, Milford may require the leave to extend to the end of the term.

3. If a FMLA leave, other than for an employee's own medical condition, begins within the last five (5) weeks before the end of an academic term, the District may require the leave to extend through the end of the term if it is more than two (2) weeks duration and the return date would be within the last two (2) weeks of the term.

D. Restoration to an equivalent position upon return from leave regarding all Milford employees is to be governed by Milford board policy and practices or collectively negotiated provisions.

E. "Instructional Employees" are defined as those whose principal function is to teach and instruct students in class, a small group of individual settings, coaches, special education assistants such as signers for the hearing impaired. It does not include counselors, psychologists, curriculum specialists, non-instructional personnel and teaching assistants or aides, unless their principal job is actually teaching or instructing.

F. If FMLA leave is extended at Milford's option, the extension is considered to be FMLA leave time as well, including health benefits and restoration rights.

First Reading: October 26, 1994
Adopted: November 30, 1994
MILITARY LEAVES OF ABSENCE

The School District, upon advance notice by the employee, shall grant military leaves of absence to full and part time employees who are ordered to duty or volunteer for qualifying military service. No advance notice is required if military necessity prevents the giving of notice; or the giving of notice is otherwise impossible or unreasonable.

However, the law does not require or authorize the granting of military leaves of absence by employers for temporary employees.

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; or be prejudiced by reason of such absence with reference to continuation in employment, reemployment, reinstatement, transfer, or promotion.

Salary

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, not exceeding 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.

Employee Benefits

Health Insurance: The School District will continue an employee's health insurance coverage for up to 30 days as if the service member had remained employed (i.e., if the military service was for 30 or fewer days, the employee cannot be required to pay more than the normal employee share of any health insurance premium). For employees performing military duty of more than 30 days, the School District must offer COBRA-type coverage for at least 18 months pursuant to law. A waiting period or exclusion cannot be imposed upon reinstatement if health coverage would have been provided to the employee had the employee not been absent for military service.

(Continued)
MILITARY LEAVES OF ABSENCE (Cont'd)

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.

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 retirement system the amount he/she would have been required to contribute if the employee had been continuously employed during the period of military leave.

Reemployment/Restoration Rights

Employee absences for military duty shall be deemed a leave of absence and shall not constitute an interruption of employment. Consequently, such District employees shall be reinstated to their positions as soon as possible in accordance with applicable law.

Further, an employee 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 shall not be subjected, directly or indirectly, to any loss of service time, increment or any other right or privilege. Moreover, an employee shall not be prejudiced in any way because of such absence with reference to promotion, transfer, reinstatement or continuous employment.

All other rights and responsibilities of a School District employee's call to military duty shall be in accordance with law.

(Continued)
MILITARY LEAVES OF ABSENCE (Cont'd.)

Probationary Service

Teachers: Where a teacher 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.

Non-Teaching Employees: If a public employee 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 such probationary period.

The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
38 United States Code (U.S.C.) Sections 4301-4333
Military Law Section 242, et. al.
Military Law Section 243, et. al.
SEXUAL MISCONDUCT

The Board of Education requires that the relationship between employees, volunteers and students be based upon mutual respect and professionalism. All employees and volunteers are expected to exercise good judgment and maintain professional boundaries consistent with the professional code of conduct when interacting with students both on and off school property.

Any behavior of a sexual nature which may constitute professional misconduct and/or is a violation of criminal or civil statutes, professional codes of ethics, or board policy is strictly prohibited. Such behavior includes, but is not limited to, the following:

- Any conduct that would amount to sexual harassment, discrimination, or retaliation under Title IX of the Education Amendments of 1972.
- Any conduct that would constitute sexual abuse of a minor under the New York State Penal Law (e.g., rape, forcible touching, sexual intercourse, aggravated sexual conduct, etc.).
- Any sexual relationship by an employee or volunteer with (1) any K-12 student of the district, regardless of the student's age, or (2) a former student under age 18.
- Any activity directed toward establishing a sexual relationship such as dating, sending intimate letters; and/or engaging in sexual dialogue whether in person, by phone, via the internet, or in writing.

Individuals who are aware of any sexual misconduct by an administrator, employee or volunteer of the district shall report such action to the Title IX Officer, the Building Principal, or the Superintendent of Schools.

After a thorough investigation the district will take appropriate action in accordance with district policy, collective bargaining agreements and appropriate criminal and civil statutes. Where appropriate, such disciplinary penalties might involve seeking revocation of certification. The district shall report such activity to appropriate law enforcement officials.

Cross-ref: 0110, Sexual Harassment

9620, Child Abuse in an Educational Setting

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. 1681 et seq.
Education Law 1125-1133, 3020a
Penal Law 130, 235, 263

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