

BOARD POLICIES & REGULATIONS

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Policies of The Board of Education of
The East Irondequoit Central School District

**WELCOME TO THE EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
POLICY MANUAL**

This Policy Manual holds the guiding principles that lead the district forward as we provide educational services for our students. It reflects the course the school board has set for the district.

The superintendent and district administrators are guided by these policies daily. It is reviewed yearly to keep it current. It is in compliance with all state and federal mandates.

The Board of Education is made up of nine elected volunteer representatives from our community. Local control of our school district means that we are aware of the unique needs of our community and our students because we live here. The Board of Education places the highest value on the education of our students. This motivates us to work together in an atmosphere of open, honest discussion of the issues facing us as we move forward to provide a quality education in a safe and nurturing environment for the children of East Irondequoit.

Functions of the Board of Education

The Board of Education operates under a Policy Governance model and has three major responsibilities:

- To hire and work collaboratively with the superintendent.
- To provide strategic direction for the district. This includes - but is not limited to - vision, mission, goals and pro-active policy development.
- To maintain a high level of fiscal integrity (annual budget).

Vision, Mission, Motto

VISION STATEMENT

The East Irondequoit Central School District is dedicated to providing a world-class education for all students. Our educational environment will nurture creativity, critical thinking and problem solving skills. We will inspire our students to become inquiring, knowledgeable and caring individuals who positively contribute to our local and global communities.

DISTRICT MISSION

The mission of the East Irondequoit Central School District is to provide a variety of educational tools and programs that will enable our graduates to become college and career ready.

DISTRICT MOTTO

“Building A Future, One Student At A Time”

Board of Education First Reading: July 29, 2013

Board Approved: September 9, 2013

Board Reviewed June 2016

Board Members Nominations, Elections and Terms of Office

NUMBER OF BOARD MEMBERS AND TERMS OF OFFICE

The Board of Education of the East Irondequoit Central School District consists of nine members. A full term for Board Members is three years beginning July 1 following their election.

BOARD MEMBER NOMINATIONS AND ELECTIONS

Board positions are not considered separate specific offices. All positions are filled on an "at large" basis. Therefore, nominating petitions must not describe any specific position on the Board for which the candidate is nominated.

Voting in all District votes and elections is by machine (unless the Board directs the use of paper ballots by resolution), with provisions made for the election by "write-in-vote" of any candidate not previously nominated.

The hours of voting will be as designated by Board resolution, within the limits provided by law.

Board Reviewed June 2013

Board Reviewed June 2016

Board Member Authority

Board members have no individual authority over school affairs. They have authority only when acting as a body duly called in session, with limited exceptions provided by law or by board resolution. Board members exercise their authority by voting in open sessions of Board meetings (except when a vote in executive session is authorized by law).

Board Reviewed June 2013

Board Reviewed June 2016

Evaluation of School Board Operational Procedures

The Board of Education will review the effectiveness of its internal operations at least once annually. The Superintendent of Schools (and others as determined by the Board) will be asked to participate in this review and to suggest ways for the Board to improve its functioning as a deliberative and legislative body.

The Board President is responsible for setting the dates for the annual evaluation.

Submission of Propositions at Annual/Special District Meetings

Voters may submit propositions to appear on the ballot at annual and special district elections/votes. All propositions must be submitted by petition to the District Clerk. Those petitions must be signed by at least 25 qualified voters, or five percent of the number of voters in the previous annual election of Board members, whichever is greater. Each qualified voter who signs the petition must also include the address of his/her residence. A separate petition is required for each proposition. Petitions must be filed with the District Clerk at least 45 days before the vote. However, if the proposition must be included in the legal notice of the vote, the petition must be filed with the District Clerk at least 75 days before the vote.

Propositions submitted in accordance with legal requirements and these rules and accepted by the Board of Education will be printed on the ballot.

Board Reviewed June 2013

Board Reviewed June 2016

Board Meetings

REGULAR MEETINGS AND WORKSHOPS

Regular Board meetings and workshops will be held on dates set by the Board at its annual organizational meeting (subject to change by the Board). All Board meetings are open to the public (except where the Board must meet in Executive Session, as discussed below) consistent with the Open Meetings Law.

SPECIAL MEETINGS

Special Board meetings may be called by any member of the Board. Notice of special meetings must be given at least 24 hours before the meeting to every Board member, unless waived by all Board members.

EXECUTIVE SESSION

The Board may conduct an executive session to discuss one (or more) of purposes enumerated in New York Public Officers Law Section 105 and/or any other matter required or permitted by law. The Board may take action in executive session where specifically permitted by law.

AGENDA FORMAT/PREPARATION

Items from Board members to be presented on the agenda are to be given to the President of the Board or, in his/her absence, to the Vice-President. The Superintendent will be responsible for scheduling agenda items originating from administrators, professional staff, and other employees. The Board President and Superintendent will meet to set up the final agenda.

RULES OF ORDER

Meetings of the Board of Education will be held in accordance with Robert's Rules of Order, subject to modification as appropriate to advance the business of the Board.

Board Reviewed June 2013

Board Reviewed June 2016

East Irondequoit Central School District Board Policy Manual

Administrative Organization / Operation

The Board's specific role is to deliberate and to establish broad policies for governing the School District. The Board delegates authority to the Superintendent who, acting as chief executive officer, directs and oversees the operations of the District in a manner consistent with law and these policies. Accordingly, the Superintendent is held accountable to the Board for compliance with all applicable law and its policies.

The Superintendent is also empowered to assign and use resources; employ, promote, evaluate, discipline and deploy staff; to translate policies of the Board into action; to speak as agent of the Board; to organize and delegate administrative responsibilities; and to exercise such other powers as are customary for chief executive officers of school districts in New York State.

The Superintendent of Schools, or his/her designee, is responsible to the Board for the administration of the budget, including (but not limited to) acquainting District employees with the final provisions of the program budget and guiding them in planning to operate efficiently and economically within these provisions. Within legal limits as established by the Board, the Superintendent is authorized to transfer funds within the budget.

All employees of the District are under the general direction of the Superintendent. Teachers are immediately responsible to the principal of the building in which they work. Other employees are immediately responsible to the administrative personnel under whom they work directly. The Board of Education encourages communication designed to promote an honest and open two-way flow of information and ideas about district business. The basic line of communication is from staff to Principal (or other Supervisor) to Superintendent to Board.

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

From time to time, problems and new questions arise for which no specific policy has been prepared. The Superintendent and members of the administrative staff are to act in a manner consistent with law and the existing policies of the School District and alert the Board to the possible need for additional policy development.

Board Reviewed June 2013

Board Reviewed June 2016

East Irondequoit Central School District Board Policy Manual

Board Policies

Board Policies are the governing statements of the District. They are, in essence, the laws of our school district.

Policy statements will be considered for adoption or — in the case of existing policies — change or rescission (collectively referred to as “policy changes”) at the request of a Board member or the Superintendent of Schools. Except in the case of Board-designated emergencies, policy changes must undergo two readings before the Board in order to be approved. In other words, the Board must consider policy changes at two separate board meetings, having the opportunity to discuss the changes and to make modifications to them. The policy change will become effective if approved by a majority vote at or after the second reading.

Where the Board is confronted with what it deems to be an emergency situation, the Board may adopt a policy change upon a single reading. Whether a situation is an “emergency” will be determined by a majority of the Board.

Board Reviewed June 2013

Board Reviewed June 2016

Administrative Regulations

Administrative Regulations are the specific actions, procedures, protocols, arrangements, etc. which are necessary or proper for the implementation of Board Policies or of applicable laws. The Superintendent is hereby given the responsibility of the creation (when necessary) and the enforcement of all administrative regulations. They must in every respect be consistent with Board Policy and all applicable laws. The Superintendent is also responsible for informing the Board periodically of changes in administrative regulations.

Regulations adopted by the Superintendent shall be provided to the Board at its next regular meeting for the Board's information.

Except when Board action is specifically required by law, or when the Superintendent has requested Board action, regulations need not be discussed nor acted upon by the Board. However, the Board may request the Superintendent to reconsider, or may amend or disapprove a regulation adopted by the Superintendent when the Board judges the regulations to be inconsistent with Board policies. In such case, the Board should identify the policy or policies with which the regulation conflicts.

Board Reviewed June 2013

Board Reviewed June 2016

Requests for Information from Board Members

In order for Board of Education members to receive requested information in an expedient and complete manner without undue expenditure of District personnel time and money:

- Requests for copies of existing documents made by individual Board members should be directed to the Superintendent of Schools. The Superintendent will delegate the request to the most appropriate staff person.
- Documents of five or more pages will be reviewed at the District Office unless otherwise approved by the Board.
- Requests to generate reports (as opposed to records) by individual board of education members will be made at a Board meeting and the Board will decide if the administration is to generate the requested report.
- All Board members will receive copies of all documents/reports which are provided to an individual Board member under this policy.

Board Reviewed June 2013

Board Reviewed June 2016

Voter Proof of Residency

Every voter is required to provide one form of proof of residency in order to vote in any annual or special school district election or vote. Acceptable forms of identification must indicate the name and address of the voter. By way of example, the following are forms of proof which are considered acceptable by the District:

1. Valid driver's license;
2. Non-driver identification card;
3. Utility bill;
4. Voter registration card.

The District Clerk decides any questions concerning the validity of the proof of residency presented.

Where a prospective voter presents no proof of residency or the proof offered is otherwise unacceptable, the individual will be permitted to vote only if he/she signs the declaration of voter eligibility stating that he/she is a qualified voter of the School District.

Board Reviewed June 2013

Board Reviewed June 2016

Appointed Board Officials

The following Board Officials are appointed annually by the Board at the Organizational Meeting or as otherwise provided by law:

District Clerk

Treasurer

Tax Collector

Independent Auditor

Internal Claims Auditor

Purchasing Agent

These officials are ultimately responsible to the Board of Education. However, the day-to-day supervision of the person holding each position will be performed by the Superintendent of Schools and/or his/her designee. These officials are responsible for performing all the duties required of the position-holder by law or required by the Board of Education, the Superintendent or his/her designee.

Board Reviewed June 2013

Board Reviewed June 2016

Non-Discrimination

No person in the East Irondequoit Central School District will be unlawfully excluded from participation in, denied advantages of, or subjected to discrimination under any education program or activity, on the basis of military status, sexual orientation, race, color, religion, national origin, political affiliation, marital status, ancestry, age, disability or any other status protected by law. The Superintendent is hereby authorized to promulgate any regulations which are necessary and proper to implement this policy, including but not limited to developing and disseminating procedures for the filing discrimination complaints, the investigation of same, and appeal procedures.

Board Reviewed June 2013

Board Approved May 10, 2016

Indemnification of Board Members, District Employees and Volunteers

The Board hereby confers on District Board Members, School Officials (elected or appointed), District employees and volunteers (expressly authorized to participate in a publicly-sponsored volunteer program) the benefits of Public Officers Law §18 and agrees to be held liable for the costs incurred under its provisions. This duty to defend or indemnify and save harmless is conditioned upon: (i) delivery by the board member, official, employee or volunteer of a written request to the Superintendent or his/her designee for the District to provide for his/her defense together with the original or a copy of any summons, complaint, process, notice, demand or pleading within ten days after he is served with such document, and (ii) the full cooperation of that individual in the defense of such action or proceeding and in defense of any action or proceeding against the District based upon the same act or omission, and in the prosecution of any appeal. These benefits supplement, and are available in addition to, defense or indemnification protection conferred by another enactment.

Board Reviewed June 2013

Board Approved May 10, 2016

Public Access to District Information

The District will provide information to the public about the administration and operation of its schools in accordance with Federal and State Law (e.g., the Family Educational Rights and Privacy Act, the New York State Freedom of Information Law, etc.) and maintain records in accordance with the Records Retention and Disposition Schedules, promulgated by the Commissioner of Education.

The Superintendent of Schools will develop regulations designed to comply with applicable laws and governing the procedures to be followed to obtain access to district records. The Superintendent also will designate, subject to Board approval, a records management officer as required by law.

Board Reviewed June 2013

Board Reviewed June 2016

Tobacco Policy

Smoking or the use of tobacco products by anyone (as well as possession of tobacco products by students) is prohibited on school grounds, in school vehicles, and in any building owned or leased by the District, at any time.

Board Reviewed June 2013

Board Reviewed June 2016

Community Use of School Facilities, Property and Equipment

School Facilities

All unauthorized use of school facilities is prohibited. School facilities may be used during non-school hours by district residents for educational, cultural, social, recreational, civic and other legitimate purposes which are open to the general public. Use of facilities, however, will be subject to conditions set forth in this policy and in regulations developed by the Superintendent.

School activities have priority over non-school uses of the buildings on any given date. It should be understood that school events may make it necessary to cancel or postpone previously approved applications.

When admission is charged, the proceeds thereof are to be expended for an educational or charitable purpose only. School facilities may not be used for meetings or activities which are under the exclusive control of, and the proceeds of which are to be applied for the benefit of, a secret society or religious sect. Also, use of school facilities by employees of East Irondequoit Central School District for private instruction will not be allowed when fees are charged.

School facilities may not be used to distribute partisan literature on school issues or votes to students for their parents.

The Board reserves the right to refuse permission for use of school facilities for purposes which it deems harmful to the building, or against existing law. The Board also reserves the right to refuse permission for the use of school facilities to groups whose compliance with the Board's regulations for such use has been unsatisfactory in the past.

The Superintendent will establish regulations for authorizing such use of District facilities (e.g., application and authorization procedures, fees, insurance requirements, etc.).

School Grounds and Equipment

All unauthorized use of school property and equipment is prohibited. The Superintendent will establish regulations for authorizing such use (e.g., application and authorization procedures, fees, insurance requirements, etc.) consistent with the following principles:

- All District property and equipment are to be used first to further the educational process of the District; any other use must not interfere with this educational process; and
- Activities which might produce either hazards to people or damage to school property must be supervised by a responsible individual (s).

Board Reviewed June 2013

Board Reviewed June 2016

Acceptable Use of Computer System Policy

All users of the District's computer network and Internet must understand that use is a privilege, not a right, and that use entails responsibility. Students and staff may have internet access for educational and recreational/personal purposes that are consistent with this policy and its regulations. Please note, however, that any recreational/personal use that interferes with a staff member's work for the District or a student's schoolwork or otherwise interferes with any educational use of the system is a violation of this policy.

Both the computer/network equipment and all computerized files (including, but not limited to, programs, documents, e-mail, accessed Web pages, etc.) contained in them are the property of the District. The District will have complete access to all such files to monitor appropriate usage of its Computer System as well as to perform system maintenance from time to time. Consequently, no user of the Computer System should have any expectation of privacy with respect to any computerized file stored in the memory of the System.

Staff will be expected to monitor student usage of the Computer System. The monitoring will include (but will not be limited to) walking around the classroom/library and observing student usage, use of computer equipment (in a computer lab for example) to monitor each student's usage, review of computerized logs of use, etc. The District may notify students and parents of this monitoring.

Generally speaking, the rules which govern both student and staff conduct on an everyday basis are applicable to their conduct while using the Computer System.

The Superintendent is hereby authorized to promulgate regulations which define and establish standards for acceptable use of the Computer System by students and staff, consistent with this policy.

Board Reviewed June 2013

Board Approved May 10, 2016

Gifts

The School District is prohibited by the State Constitution from giving gifts to any individual or corporation, including its officers and employees. However, the District may give its officers, employees, volunteers, and/or other community members, tokens of appreciation, such as pins and medals, plaques or other similar mementos of nominal value.

Board Reviewed June 2013

Board Reviewed June 2016

Programs for Students with Disabilities

The Board of Education shall provide appropriate programs and maintain records for each child residing in the district identified by the Committee on Special Education (CSE) as having a disability. The following outlines the district plan, program and committee guidelines:

I. District Plans for Special Education Programs and Services

The district will prepare biennial plans describing the full range of its special education programs and services. Such description shall include the number and age span of children served by these programs, the methods of evaluation used, and the program's estimated budget (including date of adoption).

II. Access to School Programs by Students with Disabilities

Each student with a disability residing in the District will have access to and opportunity to participate in the full range of programs and services of this school district, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district to the maximum extent appropriate to the needs of the student. Each preschool student with a disability residing in the District shall have the opportunity to participate in district preschool programs, if any.

III. Committee on Special Education; Committee on Preschool Education:

Appointment and Training of Appropriately Qualified Personnel

The Committee on Special Education

The Committee on Special Education ("CSE") shall be designated by the Board of Education on an annual basis to ensure timely evaluation and placement of students with disabilities. The CSE members shall be appointed upon the recommendation of the Superintendent of Schools. Members shall include, but not be limited to, individuals in those positions designated in Section 4402 of the New York State Education Law. The Director of Pupil Personnel Services and the CSE Chairperson shall be designated as the "chairperson" of the CSE.

Subcommittees

The number of Subcommittees on Special Education will be determined by the CSE. The subcommittee on Special Education will be composed of members and have functions consistent with the Regulations of the Commissioner of Education.

The Committee on Pre-School Education

The Committee on Preschool Education ("CPSE") is established to conduct meetings to develop, review and revise the Individualized Education Program of preschool children with a disability in accordance with Article 89 of the New York Education Law and Part 200 of the Regulations of the Commissioner of Education. Members shall include, but not be limited to, those positions designated in Section 4410 of the New York State Education Law.

Training

The Superintendent of Schools shall establish administrative practices and procedures for training all District personnel who are a member of the CSE or the Committee on Preschool Special Education to carry out the functions related the District's obligations under Part 200 of the Commissioner's Regulation.

Programs for Students with Disabilities

IV. Operation of Educational Programs for Students with Disabilities

The special education programs shall be operated in accordance with the regulations of the Commissioner of Education.

The CSE shall recommend the provision of special education services in the least restrictive environment appropriate for the student and, where grouped in a special education class with other students with a disability, with students of similar individual needs.

The District will provide special services and/or programs to the extent appropriate to the needs of each student with a disability to enable the child to participate in regular education services to the extent appropriate and to be involved in and progress in the general education curriculum. In developing each IEP, the CSE is to consider programs and services appropriate to the needs of each student so that the student may participate in and progress in the general education curriculum.

The Superintendent of Schools shall establish administrative practices and procedures to provide students with the special education services specified on the student's IEP and, subject to the Board of Education's right to return a recommendation to the original or new CSE if it disagrees with a recommendation of the CSE, to arrange for those services to be implemented within 60 days of receipt of the parent's consent to evaluate or referral to the CSE for review.

Appropriate modifications to instructional techniques and materials shall be prescribed on the student's IEP.

V. Consent for Evaluation.

The Superintendent of Schools is responsible for establishing administrative practices and procedures for the purpose of ensuring that parents of school age and preschool children receive the request for consent for evaluation prior to any evaluation and that they understand the request.

VI. Confidentiality of Personally Identifiable Data, Information or Records Pertaining to a Student with a Disability.

The Superintendent of School is responsible for establishing administrative practices and procedures for ensuring the confidentiality of personally identifiable data, information, or records pertaining to a student with a disability consistent with Part 200 of the Regulations of the Commissioner of Education, the Regulations promulgated pursuant to the Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act and Regulations promulgated thereto.

Programs for Students with Disabilities

VII. Pre-referral Interventions.

The Superintendent of Schools is responsible for establishing administrative plans, practices and procedures for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral for special education.

VIII. Declassification.

The Superintendent of Schools is responsible for establishing administrative plans and practices for the appropriate declassification of students with disabilities. Such plan and practice shall include, at the minimum, that students with disabilities be regularly considered for declassification when believed by any member of the CSE to be appropriate and, at least, as part of the three-year re-evaluation. Such plan and practice shall also provide that no student will be declassified without a prior reevaluation and that the student will be provided appropriate educational and support services upon declassification.

IX. Impartial Hearing Officers.

In the event that a request for a due process hearing is made and is not resolved in a resolution session, the Board of Education will arrange for an impartial hearing to be held. The Board of Education shall appoint an impartial hearing officer from the list of impartial hearing officers maintained by the State Education Department available to serve in Monroe County in accordance with the alphabetical rotational selection process established by the Regulations of the Commissioner of Education. The President and Vice President of the Board of Education are each designated to appoint the impartial hearing officer if the a regularly scheduled meeting of the Board is not to occur within 24 hours of the impartial hearing officer selection. The Board of Education shall report information relating to the impartial hearing process to the Impartial Hearing Reporting System (IHRS).

Impartial hearing officers shall be compensated at the hourly rate allowable by State law for pre-hearing, hearing and post-hearing activities. They shall be reimbursed for travel expenses at the IRS travel rate plus tolls or the cost of alternative transportation, whichever is less, and for reasonable lodging and meal expenses, when necessary, upon presentation of an invoice therefore.

X. Instructional Materials in Usable Alternative Format.

The Superintendent of Schools is responsible for establishing and implementing a plan to make all instructional materials to be used in the District's schools available in a usable alternative format consistent with the National Instructional Materials Accessibility Standards to all students with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students. Alternative format includes any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability.

Programs for Students with Disabilities

X. Instructional Materials in Usable Alternative Format

The Superintendent of Schools is responsible for establishing and implementing a plan to make all instructional materials to be used in the District's schools available in a usable alternative format consistent with the National Instructional Materials Accessibility Standards to all students with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students. Alternative format includes any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the District, including but not limited to Braille, large print, open and closed captioned, audio or electronic file. Electronic files must be compatible with at least one alternative format conversion software program that is appropriate to meet the student's needs.

The plan shall (1) give a preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats; (2) specify, when an electronic file is provided, how the format will be accessed by students and/or how the district will convert to the accessible format; (3) specify the process to be used when ordering materials to identify the needs of students with disabilities for alternative format materials; (4) specifying ordering timelines to ensure that alternative format materials are available at the same time as regular format materials; and (5) include procedures to initiate the process to obtain materials in alternative formats without delay when a student with a disability moves into the school district during the school year and needs the same.

XI. Providing Teachers and Service Providers with a Copy of the IEP

Each regular education teacher, special education teacher, related service provider and/or other service provider, including representatives of another public school district, BOCES, or other facility where a student receives IEP services, who is responsible for implementing an IEP is to be provided a paper or electronic copy of that IEP, as well as any amendments thereto, prior to its implementation. Individuals responsible for implementation of a student's IEP shall also be notified and trained how to access an IEP electronically.

The CSE Chairperson is to designate for each student with a disability one, or as appropriate, more than one professional employee of the District with knowledge of the student's disability and education program to inform each regular education teacher, special education teacher, related service provider, teacher assistant, teacher's aide, and other provider or support staff person assisting in the implementation of the IEP of his or her responsibility to implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and / or services in accordance with the IEP. That professional employee is to maintain a record of each individual to whom such information is provided.

The IEP shall continue to remain confidential and shall not be disclosed or re-disclosed to any other person except in accordance with the Individuals with Disabilities Education Improvement Act and the Family Educational Rights and Privacy Act. Procedures will be established to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing the IEP.

Programs for Students with Disabilities

XII. Highly Qualified Personnel.

To meet the needs of students with disabilities and to provide them access to the general education curriculum, including the challenging expectations that have been established for all students, to the maximum extent appropriate, the Board of Education is committed to recruit, hire, train and retain highly qualified personnel to provide special education programs and services. To that end, the District will take the following measurable steps:

Follow the district Professional Development Plan
Provide a teacher mentor program

XIII. District Wide Assessments

Appropriate accommodations to measure academic achievement and functional performance in District wide assessments shall be provided to students with a disability in accordance with each student's:

504 plan
IEP Test Accommodations

To the extent feasible, universal design principles (thereby allowing use by students with the widest range of functional capabilities, with and without assistive technology) will be used in developing and administering the District-wide assessment program according to the following:

504 Plan
IEP Test Accommodations

Ref: 8 NYCRR 200.

Board Approved: December 6, 2010

Board Approved: June 16, 2014

Time Out Rooms

The Board of Education recognizes that use of a time out room may be an effective and safe means for a student with a disability to safely deescalate, regain control and prepare to meet expectations to return to his or her education program. It also recognizes that it may be needed to remove a student from a potentially dangerous situation. Except where there is an unanticipated and immediate concern for the physical safety of a student or others, a time out room is to be used only in conjunction with a student's behavioral intervention plan.

A student may not be placed in a locked room as a means of "time out" and may not be placed in a room, or in a space within a room, where the student cannot be continuously observed and supervised. Any and all time out rooms must conform to the requirements set forth below.

A student may be placed in a time out room only (1) in accordance with that student's behavioral intervention plan, which is to include specification of factors to determine the need for use of the time out room and limitations for the time to be spent in the time out room or (2), if not designated on a behavioral intervention plan, when the student's behavior poses an immediate and unanticipated concern for the physical safety of that student or of others and it is determined by the professional staff working with the student that use of the time out room is the least restrictive means to enable the student or others to remain safe and/or to enable the student to safely deescalate and regain control.

Use of the time out room for an individual student may not exceed that time designated on the student's behavioral intervention plan or, if not so designated, may not exceed *one hundred and twenty minutes per incident*. If the student is not able to safely return to his or her education program after the time specified in the behavioral intervention plan, the staff shall adhere to the behavioral intervention plan for other behavioral intervention. If there is not a behavioral intervention plan, or if the behavioral intervention plan does not specify use of the time out room, the student's parent will be called and arrangements made for the student's removal from school if the student is not able to safely return to his or her educational program after *120 minutes*.

All parents of students with a disability whose behavioral intervention plan specifies the use of a time out room shall be provided with a copy of this policy and shall be notified prior to its implementation that the plan incorporates the use of a time out room and that they have the right to view the physical space to be utilized as a time out room.

Time Out Rooms

Staff shall continuously monitor any student in the time out room. The Superintendent of Schools or his/her designee is to establish and implement procedures to document when the time out room is used, the duration of its use for each student on each occasion, and other information to monitor the effectiveness of the use of the time out room to decrease specified behaviors of the student. Such information is to be made available to the CSE and, upon request, to the student's parents.

The Superintendent of Schools is to arrange for training of staff regarding this policy and procedures related to the use of the time out room.

Time Out Room Requirements

The time out room must be of adequate width, length and height to allow the student to move about and recline comfortably. It must provide a means for continuous visual and auditory monitoring of the student and must have adequate lighting and ventilation. Wall and floor coverings should be designed to prevent injury. The temperature of the room is to be within the normal comfort range and consistent with the rest of the building. The room is to be clean and free of all objects and fixtures that could be potentially dangerous to a student. It is to meet all local fire and safety codes. The time out room shall be unlocked and able to be opened from the inside.

8 NYCRR §200.22©

Board Approved December 6, 2010

Board Reviewed June 2017

Independent Educational Evaluations

Parents/guardians of a student with a disability (or a student who is thought to have disability) have the right to receive an “independent educational evaluation” of their child if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE). This evaluation will be paid for by the District pursuant to the terms of this policy and any associated administrative regulation.

The independent evaluation must be conducted by a qualified examiner who is not employed by the District. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained. These publicly-funded independent evaluations will be limited to the same geographic and fiscal limitations as used by the District when it initiates an evaluation.

Parents or guardians should file a written request for an independent evaluation within 90 days from the date of the CSE or CPSE evaluation. The District has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent or guardian does not meet the District’s criteria. If the hearing officer determines that the District’s evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

The Board directs the Superintendent to develop regulations establishing the geographic area in which such evaluations may take place, and minimum qualifications of the professional who administer and interpret various tests; and a reasonable timeline for seeking reimbursement.

Board Approved June 2003

Board Reviewed 2011

Board Approved June 16, 2014

Regarding Response to Intervention “RTI”

In accordance with regulations of the Commissioner of Education, The Board of Education of the **East Irondequoit Central** School District adopts the following policy and procedures to identify those students in Grades K – 5 who are not making academic progress at the expected rate, to provide targeted interventions and instruction matched to those students’ needs, and to determine whether each of those students responds to scientific, research-based instruction or whether a school-based referral of the child to the Committee on Special Education as a student suspected to have an educational disability is warranted. Such procedures shall include, as part of the District’s general education program, a process referred to as Response to Intervention (RTI).

It is the intent of the Board of Education that there be a district-wide multi-tiered RTI model **that** allows each school the flexibility to determine interventions specific to it’s population.

The basic components of the RTI process shall include:

- Scientific, research-based core instruction in reading and mathematics by qualified personnel for all students in the general education class. Reading instruction shall include scientific research-based reading programs that include explicit and systematic instruction in strategies to increase students’ phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension.
- Screening for all students in **Grades K-5** at least three (3) times per year to identify those students who are not making academic progress at the expected rate.
- Research-based interventions matched to the student’s targeted need at increasing levels of intensity for those students who do not make satisfactory progress in age or grade level standards.
- Repeated assessments of targeted skill areas using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- A building-based Instructional Support Team (“IST”) to establish at-risk criteria, to review screening data, and to make decisions related to the criteria for determining the levels of intervention, types of interventions, and amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

Regarding Response to Intervention “RTI”

Each IST will be comprised of the following: a general education teacher to serve as IST Coordinator, one general education teacher from each grade level, a special education teacher, reading specialist, building administrator and educational services personnel appropriate to the student. Other staff members may be included depending on the case being reviewed. The Team shall convene to conduct the following tasks:

1. Identifying the interventions appropriate for each level of the tiered model and the criteria for movement in and out of each level consistent with Regulations developed by the Superintendent of Schools or his/her designee;
 2. Reviewing and analyzing data collected pursuant to this policy;
 3. Making decisions regarding the appropriateness of the interventions used and the grouping of students to maximize effectiveness;
 4. Recommending changes in students’ instructional programs based upon the analysis of the data
 5. Determining whether students are making progress and when or if a referral to the CSE is appropriate
- Written notice to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - ◇ The techniques, strategies, and/or programs that will be used to address deficit areas to increase the student’s rate of learning and performance level
 - ◇ The amount and nature of the student performance data that will be collected and the general education services that will be provided
 - ◇ The parents’ right to request an evaluation for special education

The Superintendent of Schools shall be responsible to ensure that staff have the knowledge and skills necessary to implement a RTI program and that the RTI program is implemented in accordance with this Policy and the Regulations of the Commissioner of Education.

Board Approved September 12, 2011
Board Reviewed June 2014
Board Reviewed June 2017

Adoption of Courses and Curriculum, Selection of Textbooks and Library Materials

The Board of Education is responsible for *the adoption of courses and curriculum*, and the selection and designation of all textbooks to be used in the district schools. The Superintendent of Schools will recommend suitable lists of textbooks for the Board's consideration.

The Superintendent will establish procedures *for the adoption of courses and curriculum*, and for the selection and recommendation of textbooks and a method for selecting staff members who will serve in the selection and recommendation process.

The selection of library materials is delegated by the Board to the Superintendent of Schools, who may further delegate to appropriate staff. Any objections to textbooks or library materials may be made pursuant to administrative regulation concerning complaints about curriculum and instructional materials.

Board Approved: June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Internet Safety Policy

Filtering. Pursuant to the Children's Internet Protection Act (CIPA), filtering software will be used to block minors' access to:

- visual depictions that are (a) obscene, (b) child pornography, or (c) harmful to minors; and
- Internet sites which, in the Board's determination, contain material which is "inappropriate for minors." (See below.)

Adult access to visual depictions that are obscene and/or child pornography will also be blocked. However, the Superintendent or his/her designee may disable the software to enable access to blocked sites for bona fide research or other lawful purposes.

Matter Inappropriate for Minors. The Board will (as it deems appropriate) determine by resolution what Internet material is "inappropriate for minors" in the District. This determination will be based on community standards.

Safety of Minors When Using Direct Electronic Communications. In using the computer network and Internet, minors are not permitted to reveal personal information (such as home addresses, telephone numbers, their real last names or any other information which might allow someone they are communicating with online to locate them) without appropriate supervision. No minor may arrange a face-to-face meeting with someone he/she "meets" on the computer network or Internet without his/her parent's permission.

Unauthorized Access and Other Unlawful Activities. It is a violation of this Policy to:

- use the School's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
- damage, disable or otherwise interfere with the operation of computers, computer systems, software or related equipment through physical action or by electronic means; and/or
- violate state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.

Internet Safety Policy

Unauthorized Disclosure and Dissemination of Personal Identification Information Regarding Minors. Personally identifiable information concerning minors may not be disclosed or used in any way on the Internet (e.g., on the District's web page or otherwise) without the permission of a parent or guardian. If a student is 18 or over, the permission may also come directly from the student.

Instruction on Internet Social Interaction and Cyberbullying. The District will educate students about appropriate online behavior, including interacting with other individuals on social networking websites/chat rooms as well as cyberbullying awareness and response.

Monitoring. Those responsible for supervising minors while using District computers will also be responsible for monitoring their online activities by circulating throughout the area where the computers are located and directly observing the nature of those activities.

Regulations and Dissemination. The Superintendent is authorized to develop and implement regulations consistent with this policy. The Superintendent will also be responsible for disseminating the policy and associated regulations to school personnel and students.

Board Approved June 2003

Board Approved June 20, 2011

Board Approved February 6, 2012

Board Reviewed June 2014

Board Reviewed June 2017

Field Trips and Excursions

The Board supports and encourages a comprehensive educational program that includes student trips for educational purposes.

Factors relevant in consideration of approval of such field trips may include the relationship to the curriculum, the distance of the trip, the availability of transportation, cost involved and weather conditions. "Appropriate and acceptable behavior of students" as described on the School Conduct and Discipline Code is required in order to participate in the field trip/excursion.

Field Trip/Excursion Transportation

When the district provides transportation to students on a school-sponsored field trip, extracurricular activity, or other similar event, the school district will return all students to their point of departure or to the appropriate school in the district, unless the student's parent(s) or legal guardian(s) provides the school district with written notice authorizing an alternative form of return transportation for his or her child. Except in emergency situations, the written notice should be given prior to the departure of the district vehicle for the event. If intervening circumstances make such transportation of any one or more students impracticable, then a representative of the school district will remain with the student until the parent(s) or legal guardian(s) has been contacted and informed of the intervening circumstances and the student has been delivered to his or her parent(s) or legal guardian(s).

The Superintendent is authorized to promulgate regulations consistent with this policy.

Board Approved June 9, 2008

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

School Volunteers

Services of volunteers may be authorized only by the Superintendent of Schools, central office administrators, or building principals and such authorization may be revoked at any time.

Volunteers may come from all backgrounds and age groups and may include any persons willing to give their time for the purpose of helping children through planned auxiliary services. Volunteers may be involved in many facets of school operations, from mentor/tutor relationships to clerical tasks. School personnel who are responsible for tasks or projects that will make use of volunteers will identify appropriate tasks and time schedules for such activities, as well as make provisions for adequate supervision, in-service programs, and evaluation. Any information gained through volunteering must be held in strict confidence with the principal/designee assuring that the volunteer has no access to confidential student or personnel data.

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.

Board Approved June 20, 2011

Board Approved June 16, 2014

Board Reviewed June 2017

Student Assessment

Student assessment is an integral part of the instructional program and will incorporate a variety of strategies designed to allow students to demonstrate their level of performance.

The purposes of student assessment are to:

- Provide the student and teacher with information regarding learning progress
- Establish student instructional goals
- Monitor student growth
- Adjust instructional strategies
- Communicate student achievement to parents
- Report district-wide student achievement results to the Board of Education and the public
- Evaluate program

The Superintendent of Schools is authorized to promulgate regulations implementing this policy.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Graduation Requirements

The Board will determine the graduation requirements for the school district in accordance with any specific Regulations of the Commissioner of Education. The Superintendent of Schools will promulgate regulations setting forth diploma requirements.

Early Graduation

Early graduation may be accomplished upon fulfillment of requirements with parental approval and upon notice to the guidance department and upon approval of the High School Principal.

Board Approved: June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Parent and Family Engagement (Title I Policy)

The District strongly encourages parent and family member engagement in all school programs. The District believes that a partnership between school and parents/families is essential for the success of all students in every aspect of their education.

The District and the Title I Coordinator will work to involve parents and families in the development of all Federal and State grants. The District will work with the PTA/PTSA units to identify parent/family representatives from each school to meet at least once a year with the Title I Coordinator to review the Title I program. Through District and Building Level Site Based Teams, 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.

Through coordinated efforts by the Office of Instruction, building principals, Site Based teams and PTA/PTSA Representatives, the District will assist all schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance. Various assessment tools, effective practices information and resource support programs for parents/families will be used to implement these activities.

The District will send information to parents/families in a plain language format intended to be understood by all parents/family members.

The District will support parents/family members in understanding State and local academic achievement standards and assessments as well as Title I requirements. The District will provide materials and training to help parents/families improve their children’s academic, social and emotional growth through literacy training, technology use and understanding of learning styles, strategies, health and safety issues.

With input from parents/families the District will provide professional development to all District staff regarding parent/family engagement. Examples of professional development may include how to reach out to, communicate with, and work together as equal partners with parents/families, ways to implement parent/family programs, and how to build home school relationships.

Instruction for Students with Limited English Proficiency

It is the District's philosophy to educate students with Limited English Proficiency (LEP) in the least restrictive environment, and to provide them with full access to a free-standing English as a Second Language program taught by duly certified English as a Second Language (ESL) teachers.

The Superintendent will develop and implement administrative regulations designed to:

- Screen pupils for LEP pursuant to Part 117 of the Commissioner's regulations;
- Identify such pupils with LEP; and
- Annually evaluate each such pupil's performance in content areas to measure the pupil's academic progress.
- Provide a description by building of the curricular and extracurricular services provided to pupils with LEP.
- Provide a description of the district and school level procedures for the management of the program, including staffing, site selection, parental notification, coordination of funds, training and program planning.

The Board fully supports the full access of LEP students to all appropriate instructional and support services offered within the District (including guidance programs pursuant to section 100.2[i] of the Commissioner's regulations), including equal opportunities to participate in all school programs and extracurricular activities.

In cases where a LEP student is suspected of having a disability and a referral is made to the Committee on Special Education, a bilingual multi-disciplinary assessment will be conducted to assure that a comprehensive, appropriate evaluation is provided.

In order to enhance communication regarding school-related programs and activities, the District will make every effort to communicate with the parents of LEP students in a language they understand. Further, this will include the use of interpreters, when appropriate, for parent conferences and other meetings such as those held by the Committee on Special Education.

Board Approved: June 2003

Board Reviewed 2011

Board Approved June 16, 2014

Board Reviewed June 2017

East Irondequoit Central School District Board Policy Manual

Student Harassment and Bullying Prevention and Intervention

The Board of Education prohibits all acts of discrimination, harassment and bullying (including “cyber-bullying”) of students as well as retaliation by other students, school officers/employees, volunteers, vendors or visitors on school property or at school functions. The same actions occurring off-campus are also prohibited if the action or actions adversely affect the educative process and/or endangers the health, safety or morals of students and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is a form of harassment that consists of inappropriate persistent behavior including, but not limited to: threats of intimidation of others, treating others cruelly, terrorizing, coercing, stalking, or habitual put-downs and/or badgering of others, whether done directly, indirectly, face-to-face or remotely through electronic communication (i.e., “cyber-bullying”). In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Cyber-bullying

Cyber-bullying is a form of bullying which occurs via electronic communication on the Internet, on cellular phones or other electronic media. It can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad.

Discrimination

Discrimination is the act of denying rights, benefits, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

Student Harassment and Bullying Prevention and Intervention

Hazing

Hazing is a form of harassment among students defined as any intentional or reckless act directed against another for the induction, initiation or membership process in any school sponsored activity, organization, club, or team involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule. Hazing of a student includes soliciting, encouraging, aiding, or engaging in “hazing” behavior as defined pursuant to District policy, regulation and/or law. Hazing is demeaning, abusive and/or illegal behavior that harms victims, and is inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus.

Harassment

Harassment has been defined in various ways in federal and state laws and regulations. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as 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. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The District is mindful of its responsibilities under the law and in accordance with District policy regarding civil rights protections.

Student Harassment and Bullying Prevention and Intervention

Retaliation

Retaliation is a separate and distinct violation of this policy in which any employee, student, or visitor mistreats any person because he/she reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying.

School Property

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 or other school vehicle.

School Function

School Function means a school-sponsored extracurricular event or activity.

Dignity Act Coordinator

The Board of Education shall designate at least (1) staff member at every school building to be thoroughly trained to handle human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender expression and other characteristics protected by applicable federal, state and local laws (the Dignity Act Coordinator).

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Dignity Act Coordinator, pending approval of a successor Coordinator by the applicable governing body within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties.

Student Harassment and Bullying Prevention and Intervention

Administrative Regulations

The Superintendent will establish regulations consistent with this policy designed to:

- Further define harassment/bullying/retaliation (giving specific examples thereof);
- Prevent harassment/bullying/retaliation of students;
- Provide students/parents with easy-to-follow complaint procedures for reporting harassing/bullying/retaliatory conduct;
- Provide means for stopping harassing/bullying/retaliatory conduct;
- Provide for immediate and thorough investigations of all complaints;
- Take corrective action if harassing/bullying/retaliatory conduct is discovered; and
- Prevent retaliation against those who make good faith reports of harassing/bullying conduct or assist in an investigation related to same

Board of Education First Reading: June 18, 2012

Board of Education Approved July 2, 2012

Board Reviewed June 2014

Board Reviewed June 2017

School Attendance Areas

The Board of Education establishes or modifies attendance areas for district schools. All students are required to attend the school designated for their attendance area except as follows:

- as designated by the Committee on Special Education;
- pursuant to a transfer as ordered by the Superintendent of Schools for disciplinary or educational reasons.

In the event that a family moves from one attendance area to another within the district during the school year, the student may continue to attend his/her present school for the remainder of that year but the family must provide any necessary transportation.

Board Approval June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Age of Entrance

A resident child must be at least five years old by December 1 of the school year of entry to be admitted to kindergarten during that school year.

Board Approval June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Transfer Students Under Disciplinary Penalty

When a student under a disciplinary penalty from another district transfers into East Irondequoit, the Superintendent will require the building principal and hearing officer to review the records of the student. After reviewing the records, a recommendation for educational placement will be given to the Superintendent. The recommendation will be based upon a review of the transfer records, the charges and discipline imposed by the previous district, taking care to safeguard the student's due process rights.

Board Approval June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Non-Resident Students

Students residing outside the East Irondequoit Central School District will not be allowed to enroll in the School District except with specific approval of the Superintendent of Schools or his/her designee. Acceptance will be on a yearly basis. Tuition will be computed annually according to an established formula consistent with any applicable state law and/or the Commissioner's regulations.

The Superintendent also is to establish rules and regulations setting forth the conditions under which non-resident students will be admitted to the District for short periods without tuition.

There must be agreement by the Superintendent that the student will benefit from such placement and that space and facilities are available for the placement.

Students, in good standing, as described in the Code of Conduct, attending the District as residents, who subsequently move out of the district after April 1, may be allowed to complete the school year, with approval of the Superintendent or his/her designee. The District will not, however, provide transportation to such students. This approval may be revoked at any time by the Superintendent or his/her designee for due cause upon three business days written notice providing opportunity to respond to the decision maker regarding the reason (s) for revocation.

Students, in good standing, as described in the Code of Conduct, who successfully complete all requirements and credits to become a senior and then move from the district may be allowed to attend Eastridge for their senior year tuition free with approval of Superintendent or his/her designee. The District will not provide transportation to such students. This approval may be revoked at any time by the Superintendent or his/her designee for due cause upon three business days written notice providing opportunity to respond to the decision maker regarding the reason (s) for revocation.

Board Approved June 9, 2008

Board Approval June 20, 2011

Board Reviewed June 2014

Board Reviewed June 2017

Comprehensive Student Attendance

Statement of Overall Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of helping all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District will develop, review and, if necessary, revise a Comprehensive Student Attendance Policy to meet the following objectives:

- A) To increase school completion for all students;
- B) To raise student achievement and close gaps in student performance;
- C) To identify attendance patterns in order to design attendance improvement efforts;
- D) To know the whereabouts of every student for safety and other reasons;
- E) To verify that individual students are complying with education laws relating to compulsory attendance;
- F) To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- A. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- B. Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- C. Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- D. Develop early intervention strategies to improve school attendance for all students.

Comprehensive Student Attendance

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. See attached attendance code description.

- A) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, obtaining learner's permit, road test, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

- B) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (including, but not limited to, family vacation, hunting, babysitting, haircut, oversleeping).

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- A) For students in non-departmentalized kindergarten through grade five (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day.

- B) For students in grades six through twelve or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "a" above

Comprehensive Student Attendance

- C) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- D) In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

Student Attendance

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

Comprehensive Student Attendance

Incentives

Each school, where administration deems appropriate, may develop positive student incentives to encourage good attendance. Likewise, the district may also choose to design and implement systems that acknowledge a student's effort to maintain or improve school attendance.

Examples of Incentives:

- A) Community donated gifts are given or raffled to students who meet attendance standards.
- B) Students who meet the attendance standard can eat in a special area or with a special person in the school.
- C) Field trip arranged for students who meet the attendance standards.
- D) Participation in extra curricula activities for the students who meet attendance standards.
- E) Recognition award for 100% attendance each term.
- F) Students with perfect attendance selected to park in choice locations
- G) Attendance record used when considering issuance of working papers.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the importance of good attendance and review key elements of the policy with parents related to student achievement. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Comprehensive Student Attendance

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, loss of parking privileges, loss of senior privileges, detention and denial of participation in interscholastic and extracurricular activities.

Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Developing Intervention Strategies

In addition to the communication of the responsibilities of the students, parents and school, the implementation of incentives and the enforcement of consequences, each building administration will meet on a yearly basis to evaluate the effectiveness of their intervention programs. New interventions will be discussed and implemented with approval from the principal. All strategies utilized by each school will be summarized and sent to the Director of Student Services who will maintain a current list of all strategies used throughout the district.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record. Students/parents must first appeal to the principal or his/her designee, in writing, if they feel their attendance record is not accurate. The appeal must be made within five (5) days of the disputed absence. At this review, the absences will be discussed. Further appeals may be made to the superintendent (or his/her designee).

Communication of Attendance Policy

A summary of the Attendance Policy will be printed in each student handbook. Teachers will review the attendance policy at the start of each school year. Parents will be sent a copy of the Attendance Policy summary each year in the school calendar and in the parent guide. Back-to-school events and open houses will include an explanation of the policy, stressing the parent's crucial responsibility for ensuring children's attendance.

All staff will be provided with the Attendance Policy. They will be made aware of the procedures necessary for the accurate attendance recording for each class they teach. Teachers will review the policy with their students at the beginning of each school year.

Comprehensive Student Attendance

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- A) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- B) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- C) Providing copies of the policy to any other member of the community upon request.
- D) The attendance codes for student absences are attached as a supplement to this policy.

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Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213 8 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.6

Adopted: August 13, 2007

Board Reviewed June 2011

Board Approved June 16, 2014

Student Publications

The Board of Education supports and encourages student publications because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. All student publications will comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations or materials which otherwise disrupt the educational process will not be permitted.

Student publications which are paid for or otherwise sponsored by the district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. The Board reserves the right to edit or delete such material which is inconsistent with the district's educational mission. The faculty advisor will review all students' publications prior to distribution to verify that the District standards are met.

Students who edit, publish or distribute handwritten, printed, electronic or duplicated matter among students within the school must also comply with the applicable provision of this Policy and any associated Regulation.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Screening of New School Entrants

The Board of Education directs the Superintendent to establish regulations to screen every new entrant to school to determine which students may have disabilities, may be gifted, may qualify for academic intervention, or may be of limited English proficiency. The regulations are to be consistent with federal, state law and the Commissioner's regulations.

Board Approval June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Academic Intervention Services

The Board directs the Superintendent to oversee the development, maintenance and evaluation of Academic Intervention Services. The program will specifically address the needs of students who must be provided with these services as a result of test scores on state-required tests (in compliance with the Regulations of the Commissioner of Education), as well as the needs of students who, by district measures, may be at risk of not meeting New York State Standards.

To determine student eligibility for such a program, the Superintendent or his/her designee is to design appropriate assessment procedures, with input from parents, regular classroom teachers, guidance and special education personnel.

Board Approval June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Board Reviewed June 2017

Interpreters for Hearing Impaired Parents

The East Irondequoit Board of Education will provide interpreter services, provided sufficient notice is given, at no charge, to parents or persons in parental relation, who are hearing impaired for school meetings or activities related to their child's educational program. Notice of the need for an interpreter will be considered sufficient if a written request for the service has been submitted to the District's Title IX Compliance Officer and received no less than five (5) school days prior to the scheduled meeting or activity. If an interpreter is unavailable, the District will make other reasonable accommodations which are satisfactory to the parents (e.g., note taker, transcript, decoder, or telecommunication device for the deaf).

Board Approved June 2003

Board Reviewed 2011

Board Approved June 16, 2014

Child Abuse Prevention and Reporting

The Superintendent will develop, maintain and disseminate written regulations and procedures for mandated child abuse reporters. The District will have in place the services and procedures necessary to safeguard the life or health of the child. The Superintendent or his/her designee will be responsible for establishing and implementing a training program for all current and new school officials regarding these regulations and procedures for prevention of and responding to suspected child abuse and maltreatment.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Student Directory Information

The District will publish an annual public notice informing parents or eligible students (students age 18 or older) of their right to refuse the release of student “directory information” (defined below) and indicating a time period for their response. Following such public notice and a reasonable response period, the District may release such information to the public without individual consent. Such disclosures of directory information may include (but are not limited to) placing the information in school newsletters, school yearbooks, school-sponsored web sites, and school sports programs.

“Directory information” includes the student’s: name, photographs, video images, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), degrees and awards received, and the name of the educational agency or institution previously attended by the student.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Pupil Rights

The Protection of Pupil Rights Amendment (“PPRA”) is a federal statute which protects student privacy in connection with (i) student surveys, (ii) instructional materials, (iii) invasive physical examinations and (iv) the collection of personal information for marketing purposes. This policy, which has been developed in consultation with parents, is designed to afford the PPRA protections to the District's students.

1. Student Surveys

Surveys are useful tools for determining student educational needs and appropriate services to meet those needs. Some surveys may ask questions regarding “protected information” under the PPRA. “**Protected information**” includes:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations or beliefs of the student or the student’s parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Right to Consent: No minor student, without parental consent, may take part in a survey, analysis or evaluation funded in whole or in part by the U.S. Department of Education that reveals protected information (“USDOE Protected Information Survey”).

Pupil Rights

Right to Opt Out: Parents have the right to opt their children out of any survey involving the collection and disclosure of any protected information for surveys not funded in whole or in part by the US Department of Education (“Third Party Protected Information Survey”).

Right to Inspect: Parents have the right to inspect, upon request, any Third-Party Survey before the survey is administered or distributed by a school to students.

2. Instructional Materials

Right to Inspect: Parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum for students. **“Instructional material” includes:**

Instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the internet). Instructional material does not include tests or academic assessments.

3. Invasive Physical Examinations

“Invasive physical examinations” include:

Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injecting into the body, but does not include a hearing, vision or scoliosis screening.

Right to Opt Out: Parents have the right to opt their children out of the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student (“protected invasive physical examination”).

Exceptions: In addition to hearing, vision and scoliosis screening, the District may perform any physical exam screening permitted or required under State law (e.g., physical examinations upon entrance to school at grades 1, 3, 7 & 10, physical examinations for participation in athletics or to obtain work permits, examinations for suspected disabilities conducted in accordance with the IDEA or Section 504 of the Rehabilitation Act of 1973).

Pupil Rights

4. Collection of Personal Information for Marketing Purposes

Right to Opt Out: Parents have the right to opt their children out of activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others for marketing or sales purposes (“commercial purposes”). “Personal information” includes:

Individually identifiable information including a student or parent’s first and last name, home address, telephone number, or social security number.

Right to Inspect: Parents have the right to inspect any instrument used in the collection of personal information for commercial purposes before the instrument is administered or distributed to their children.

While it is the District’s policy not to permit the collection, disclosure, or use of personal information for commercial purposes, the right to opt out and inspect under this section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students or educational institutions, such as:

- a) College or post-secondary educational recruitment or military recruitment;
- b) Book clubs, magazines and programs providing access to low-cost literary products;
- c) Curriculum and instructional materials used in schools;
- d) Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e) Student recognition programs;
- f) The sale by students of products or services to raise funds for school-related activities.

When personal information is collected, disclosed or used, student privacy shall be protected by the District pursuant to the requirements of the Family Educational Rights and Privacy Act.

Pupil Rights

Procedural Issues:

1. Inspection of Surveys, Instructional Materials and Instruments to Collect Personal Information from Students for Commercial Purposes:

Any parent wishing to exercise his/her right to inspect materials under this policy should provide a written request to his/her child's building principal. Upon receipt of the request, arrangements shall be made to provide access to the material within 30 calendar days.

Parents will be notified annually, at the beginning of the school year, and when enrolling students for the first time in district schools, of this policy. Parents will also be notified within a reasonable period of time after any substantive change to this policy.

2. Annual Notification of Policy:

Parents will be notified annually, at the beginning of the school year, and when enrolling students for the first time in district schools, of this policy. Parents will also be notified within a reasonable period of time after any substantive change to this policy.

3. Annual Notification of Anticipated Surveys, Invasive Physical Exams & Collection of Personal Information:

Parents will be notified at the beginning of the school year of the anticipated dates when the District will administer any protected information survey, perform any protected invasive physical examination, or collect, disclose or use personal information for commercial purposes. Parents will be provided with subsequent prior written notice of such activities that arise during the course of the school year.

With each notice, parents will be advised of their right to consent or opt their child out, as the case may be, as to each activity listed

4. Transfer of Parental Rights:

The rights provided to parents under PPRA transfer to the student when he/she turns 18 years old or is an emancipated minor under New York State law.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Notification of Release of Sex Offenders

When the Superintendent of Schools receives information from local police authorities concerning the release of sex offenders within the District, the Superintendent will communicate appropriate information to District staff and the community.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Wellness Policy

The East Irondequoit Central School District is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals, the East Irondequoit Central School District will provide for the following:

- Child Nutrition Programs comply with federal, state and local requirements.
- Child Nutrition Programs are accessible to all children.
- Sequential and interdisciplinary nutrition education is provided and promoted.
- Patterns of meaningful physical activity connect to students' lives outside of physical education.
- All school-based activities are consistent with local wellness policy goals.
- All food and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.
- All foods made available on campus adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and/or physical activity is not used as a reward or punishment.
- The District Wellness Committee periodically reviews the Wellness Policy.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Policy for the Education of Homeless Children

It shall be the policy and practice of the East Irondequoit School District to immediately enroll homeless children and youths, even where a child or youth is unable to provide records normally required for enrollment (e.g., prior academic records, proof of residency, immunization records). Each such homeless child or youth shall be provided services comparable to those offered to other students in the school, including transportation services, education services, programs in vocational and technical education, and school nutrition programs.

The Superintendent shall develop regulations to provide homeless children and youths receive the education and services to which they are entitled, including regulations on the following:

- Forwarding of records of homeless students within five (5) days of receipt of a request from another local education agency;
- Identification of school-aged homeless children and youths within the District and determination of their attendance and success in school;
- Informing parents or guardians of homeless children and youths of transportation services, availability of assistance in accessing transportation, and the educational-related opportunities available to their children, and meaningful opportunities for parental participation in the education of their children;
- Resolution of disagreements, including appeal of school placement decisions, and written explanations of resolution processes and provision of services during appeal;
- Appointment of a homeless liaison to assist homeless families, children and youths in accessing education, and to serve as a contact with other social services, agencies and programs;
- Coordination of services for homeless children and youths with local social service agencies and other agencies or programs providing services to homeless children and youths;
- Dissemination of public notice of educational rights of homeless children and youths where such families, children and youths are likely to be present (e.g., schools, shelters, soup kitchens);
- Informing school personnel, local service providers and advocates of the official duties of the homeless liaison;
- Review and revision of policies and regulations that could act as barriers to the enrollment, attendance and success of homeless children and youths.

Legal references: McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized to January 2002; New York State Commissioner of Education Regulations 8 N.Y.C.R.R. §100.2(x).

Adopted: October 17, 2005
Board Approved June 2003
Board Reviewed June 2011
Board Reviewed June 2014

Athletic/Extracurricular Eligibility

The East Irondequoit CSD Board of Education firmly believes that its students benefit tremendously from participating in athletics and/or extracurricular activities during their secondary school years. This experience presents learning opportunities that enrich and expand upon the contributions of our academic program. Students who engage in these activities broaden their connections to the school and the community at large. The Board of Education's goal is to encourage its student body to become involved in the numerous opportunities that are available throughout their middle and high school year, and to represent the school community in a positive manner. The Board of Education recognizes that participation in athletics/extracurricular activities is a privilege. Student participation is dependent on his/her commitment and performance related to the academic program and demonstration of positive behaviors in school and in the community.

The Superintendent of Schools or his/her designee will also be responsible for establishing the administrative practices, plans and procedures.

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Admission of Exchange Students

The Board of Education recognizes the cultural enrichment achieved by welcoming Foreign Exchange Students into the high school program. The Board, therefore, encourages Eastridge High School participation in the Foreign Exchange Student Program.

General Provisions

- a) Foreign students participating in a Board of Education approved Student Exchange Program may attend District schools pending a successful review of the request by administration. The administration is authorized to file with the U. S. Immigration and Naturalization Service the forms necessary for such students to obtain a student visa. The District will neither sponsor nor accept for admission students whose permanent residence is outside of the United States who are not participating in a recognized foreign student exchange program.
- b) Foreign exchange students will be allowed to attend school and will be provided bus transportation to and from school free of charge in accordance with district policy.

Guidelines Governing Acceptance of Foreign Exchange Students

- a) The students must have demonstrated in their home school a level of scholastic achievement to indicate the possibility of success in Eastridge High School.
- b) Students who have earned the equivalent of a high school diploma in their native land will not be accepted in this program.
- c) Proficiency in the English language is required.
- d) The student's records and credentials must be available to school officials by June 15 for admission the following September.
- e) All international student applications will be reviewed by the international student advisor, appropriate counselor, and the building principal. After the review, a recommendation for the approval or rejection of the application will be submitted to the Superintendent.
- f) The District reserves the right to deny admission to any student not meeting all the requirements set forth in this policy.

Admission of Exchange Students

GUIDELINES GOVERNING FOREIGN EXCHANGE STUDENTS

- a) The student must enroll for a full course of study.
- b) The student will conform to established standards of acceptable behavior and will conform to the rules and regulations of Eastridge High School.
- c) The student will be granted a certificate upon completion of an approved course of study.

GUIDELINES GOVERNING THE TERMINATION OF PROGRESS

- a) Failure of two or more courses of study;
- b) Failure to conform to established rules and regulations;
- c) Failure to conform to the regulations established by Student Exchange Program;
- d) Excessive absences

APPROVED: SEPTEMBER 10, 2007

Board Approved June 2003

Board Reviewed June 2011

Board Reviewed June 2014

Use of Video and/or Audio Recording Devices in Classrooms

The video or audio recording of classroom instruction by visitors or students is prohibited without the prior permission of the classroom teacher and building principal.

Board Approved: February 7, 2011

Board Reviewed June 2014

Dissection of Animals

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project that shall be approved by such student's teacher; provided, however, that such objection is substantiated in writing by the student's parent or legal guardian. Students who perform alternative projects who do not perform or witness the dissection of animals shall not be penalized.

The Superintendent of Schools or designee shall provide reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parents or legal guardians about their rights under this policy. Such notice shall be made available upon request at the school and distributed to parents and students enrolled in a course that includes dissection at least once at the beginning of the school year.

Board Approved: October 3, 2011

Board Reviewed June 2014

Therapeutic Crisis Intervention

The Cornell Method of Therapeutic Crisis Intervention (TCI) is the East Irondequoit Central School's approved program for training staff in crisis prevention and intervention. The major focus of this program is to provide staff with attitudes, skill and knowledge, which will help the individuals with whom they work to maintain the greatest degree of self-control and independence possible. The emphasis is on a positive and proactive as opposed to reactive approach to behavior management. Included within the TCI curriculum are sections on the special needs of emotionally disabled persons, techniques for preventing crisis with emphasis on team oriented approaches, and verbal and non-verbal calming techniques.

It is East Irondequoit Central School's intent to minimize the use of physical interventions and to emphasize sound behavior management programming based upon individual needs and integrated within a program of active treatment. However, despite the emphasis on crisis prevention and proactive behavior intervention, it is sometimes necessary to respond to behavior crisis by physically intervening. In order to provide optimal protection for those involved in such events, it is the policy of East Irondequoit Central School that only approved TCI personal (physical) interventions be employed by staff and that the use of such interventions be thoroughly documented.

NOTE: Refer also to Regulation 3242—Corporal Punishment Complaints

Fiscal Practices

The annual school budget will be developed and administered in a fiscally sound manner. The basic goals of this policy include:

- Ongoing expenses and recurring revenues should be matched. One-time revenues should only be used to pay one-time expenses.
- To maintain the District's creditworthiness and protect it from unforeseen financial events and cyclical economic changes, the Board of Education supports maintaining a healthy balance in reserve funds and fund balance.
- Reserve funds should be used to pay recurring expenses only if the amount of money on deposit in the reserve fund is clearly sufficient to support these expenses for a number of years and when it can reasonably be anticipated that funds in the reserve can be replenished before they are exhausted.
- Should it be necessary to expend reserve funds or fund balance in a manner not consistent with this policy, the Assistant Superintendent for Business Administration will develop a reasonable plan to limit the District's future reliance on these funds.

Board Reviewed 2012

Board Reviewed 2014

Transfer of District Funds

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 such budget transfers. The Superintendent will report any transfers to the Board of Education as a part of the monthly Budget Status Report.

Board Reviewed 2012

Board Reviewed 2014

Accepting Gifts

The Superintendent of Schools or his/her designee is authorized on behalf of the District to accept gifts and/or donations valued at less than an amount set by the Board of Education annually at the reorganization meeting. Any gifts or donations which exceed this value must be approved by the Board of Education before they can be accepted.

Board Reviewed 2012

Board Reviewed 2014

Sale and Disposal of Surplus Property

School District equipment or supplies that are obsolete, unusable, out of date or otherwise not needed by the District will be declared surplus by the Superintendent of Schools or his/her designee and disposed of in a manner that is calculated to obtain the most benefit for the District. The District will maintain a listing of items declared as surplus for sale or for disposal. In selling or otherwise disposing of surplus personal property, the Superintendent will seek to achieve the prudent and economical use of public moneys in the best interests of taxpayers, and to guard against favoritism, improvidence, extravagance, fraud or corruption. The method of disposal that is chosen shall be consistent with the provisions of this policy.

The Superintendent shall provide such administrative regulations as are necessary to define and implement this policy.

Board Reviewed 2012

Board Reviewed 2015

Board Revised February 9, 2016.

District Investments

The Treasurer, under the direction of the Assistant Superintendent for Business Administration, is hereby authorized and directed to invest District funds that exceed those necessary to meet the District's current expenses in accordance with state and federal law. The Asst. Superintendent for Business Administration is responsible for the oversight and administration of the District's investments and must establish written procedures for the operation of the investment program consistent with law and this Policy. These written procedures should include at a minimum (as set forth more fully in N.Y. Gen. Municipal Law §39): (a) a list of the permitted types of investments; (b) procedures and provisions to secure the District's financial interest in investments; (c) standards for written agreements pursuant to which investments are made; (d) procedures for the monitoring, control, deposit and retention of investments and collateral; (e) standards for security agreements and custodial agreements with banks or trust companies pursuant to which obligations and collateral are held; (f) standards for the diversification of investments; and (g) standards for the qualification of firms with whom the District transacts business.

The District's investment objectives are, in priority order, as follows:

- to conform to all applicable federal, state and other legal requirements (legality);
- to adequately safeguard principal (safety);
- to provide sufficient liquidity for timely payment of all operating, capital and other expenditures (liquidity); and
- to obtain a reasonable rate of return dependent on market conditions (yield).

This policy shall be reviewed annually by the Board of Education.

Board Approved June 2, 2015

Accounting and Reporting

The District will adhere to the accounting and reporting procedures required by the New York State Uniform System of Accounts for School Districts, the Board of Education, and other applicable state and federal law and/or regulation.

Board Reviewed 2012

Board Reviewed 2014

Purchasing

Purchasing Responsibility

The purchase of services, equipment, and supplies is centralized in the Business Office, by John Abbott, the Purchasing Agent. The Purchasing agent is authorized to sign purchase orders and enter into cooperative bidding and purchasing agreements. If the Purchasing Agent is absent, Linda Teora, the Deputy Purchasing Agent is authorized to sign purchase orders and enter into cooperative bidding and purchasing agreements in his/her absence. All purchasing transactions are conducted through this office. Purchases may only be made within budgetary appropriations.

Procurement of Goods and Services

Goods and services which are not required by law to be procured by competitive bidding will be procured according to procedures developed by the Superintendent. These procedures must conform to the requirements of General Municipal Law §104-b.

"Piggybacking" and Best Value Purchasing

The Purchasing Agent may enter into purchasing contracts based on existing contracts made by the United States of America, any state, county, political subdivision or district in the United States to the extent permitted by New York State law.

The best value award methodology is authorized for use in purchasing contracts.

Preference for Instructional Materials in "Alternative Formats"

The Board of Education will give a preference in the purchase of instructional materials to vendors who agree to provide materials (of comparable quality) 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.

This policy will be reviewed annually by the Board of Education.

Board Approved June 22, 2009

Board Approved July 2, 2012

Board Approved July 1, 2013

Board Approved August 26, 2014

Insurance

The budget will provide for the purchase of insurance to protect the District's real and personal property against loss or damage and liability insurance to pay damages assessed against Board members and District employees acting in the discharge of their respective duties, within the scope of their employment and/or under the direction of the Board.

Board Reviewed 2012

Board Reviewed 2014

Recycling of Solid Waste

The Superintendent or his/her designee is to develop a program for the source separation and segregation of recyclable or reusable materials in the District consistent with federal, state and local laws.

Board Reviewed 2012

Board Reviewed 2014

School Lunch Program

It is the policy of the Board of Education to provide free and reduced price lunches for those children attending the East Irondequoit Central Schools who for reasons of family financial hardship cannot provide such lunches for themselves. This program shall be governed by all regulations and procedures of the applicable federal and state regulations. Copies of all pertinent regulations will be maintained up to date in the offices of the Director of Food Services.

The Director of Food Services shall have the responsibility for eligibility determinations, assisted by the school principals and school nurse.

Board Approved June 22, 2009

Board Reviewed 2012

Board Reviewed 2014

Infectious Disease Control Program

The District's administration shall establish an exposure control program designed to prevent and control exposure to infectious disease consistent with the New York State Department of Labor's standards.

Board Reviewed 2012

Board Reviewed 2014

Transportation Policy

Bus Scheduling, Stops, and Routes: Bus schedules, stops, and routes will be established by the Director of Transportation and parents will be notified annually.

Eligibility for Transportation - Home/School Walking Distances: Transportation service for students to public, private and parochial schools, subject to change by the voters of the District as provided by law, will be as follows:

- Grades K-5, walking distance more than 1 /4 mile from school; and
- Grades 6-8, walking distance more than 3 /4 miles from school; and
- Grades 9-12, walking distance more than 1 mile from school.

The Board of Education approves the use of child safety zones in determining eligibility for transportation and appoints a standing committee of the Asst. Superintendent for Business Administration, Director of Transportation and Assistant School Business Administrator to make recommendations as required by Education Law.

Child Care Transportation: It is the policy of the Board of Education to provide child care transportation for children from kindergarten through grade eight in accordance with Education Law Section 3635. In addition, eligibility for transportation as set forth in this policy will be computed walking distance between the child care location and the school.

Activity Bus: Activity bus service may be provided to eligible schools on a per day or per week basis. Schools requesting this service, public or nonpublic, must have a minimum number of students per day that require activity bus transportation. Minimums may be established by regulation or by the Director of Transportation and shall be consistently applied to public and nonpublic schools.

Video Cameras: The Superintendent or his/her designee may approve the installation of video cameras in district buses. These cameras are intended to identify individuals who may pose a security or safety problem on the bus. Parents will be notified of this policy on an annual basis. Recordings will be maintained for a period of ten days, unless an incident has been recorded that has potential administrative or legal uses. Such recordings must be maintained for at least three years pursuant to New York State's record retention requirements for school districts.

Transportation Policy

Bus Safety: The Superintendent of Schools or his/her designee, in cooperation with the principals, has the responsibility of developing and publishing safety rules to be followed by drivers and passengers, including rules of student conduct. Every bus driver is required to report promptly any school bus accident to the Director of Transportation.

Cooperative Transportation: The Board of Education authorizes the Director of Transportation to enter into arrangements with other districts to provide or receive transportation services on a limited basis without board approval. Board of Education approval will be required if formal contracts with other districts are required.

Residency: Students living outside the district will not be provided transportation except as required by law.

The Superintendent of Schools may adopt such regulations as he/she deems appropriate to implement this policy.

Board Approved June 22, 2009

Board Approved February 6, 2012

Board Reviewed 2014

Drug and Alcohol Testing of Bus Drivers and Other Safety Personnel

The Omnibus Transportation Employee Testing Act of 1991 (P.L. 102-143) (the "Act") requires employers, including School Districts, to conduct mandatory drug and alcohol testing of bus drivers and other employees performing safety-sensitive functions. The Department of Transportation ("DOT") has issued regulations (49 C.F.R. parts 40, 382, 391 and 395) (the "Regulations") to implement the Act. It is the District's intention to fully comply with the mandates of the Act and Regulations, which are hereby incorporated into this policy.

Prior to performing required testing on covered employees, the District shall provide each covered employee with educational materials that explain the requirements of the Act, and the DOT regulations.

Any violation of this policy, the Act or Regulations by a covered employee shall be grounds for disciplinary action, up to and including discharge, in a manner consistent with the District's pre-existing policies, practices, and any applicable collective bargaining agreement.

The Superintendent shall promulgate appropriate regulations/procedures to implement this policy and comply with the Act and the Regulations.

Board Reviewed 2012

Board Approved June 2, 2015

Extraclassroom Activity Funds

The conduct, operation and maintenance of Extra Classroom Activity Funds are to conform with the regulations of the Commissioner of Education (8 NYCRR Part 172). These funds may only be used for purposes which benefit the student body.

The monies received or derived from any “extra classroom activity” (as defined in 8 NYCRR Part 172) are to be deposited with the extra classroom treasurer designated by the Board for each school involved, who, in turn, will be responsible for the deposit of the funds in the appropriate bank.

The Superintendent is authorized to promulgate regulations consistent with 8 NYCRR Part 172 regarding the method to be followed for establishing an organization authorized to engage in “extra classroom activity” and the method for disposing of the funds of any defunct organization.

Board Reviewed 2012

Board Reviewed 2014

Accidents

Procedures are to be established and maintained by the Superintendent for the handling of injuries that occur on school property and during school activities.

Board Reviewed 2012

Board Reviewed 2014

Partisan Political Activity

The Board of Education prohibits the use of any of the District's funds (federal, state or local) for partisan political activities.

Board Reviewed 2012

Board Reviewed 2014

Travel and Conferences

The Board of Education recognizes and supports the professional development of its members and its employees as being in the best interest of the district. Appropriate professional development improves decision-making, effectiveness and productivity. In this way it provides value to the taxpayer.

The Superintendent or the Superintendent's designee is authorized to approve attendance at conferences and to define the necessary conference expenses to be reimbursed by the district within the parameters of this policy and of applicable collective bargaining agreements.

The District may prepay expenses where appropriate and necessary and will accept billing or employee claims for reimbursement of expenses within procedures established by the Deputy Superintendent (Asst. Superintendent for Business Administration).

The Board recognizes that some conferences are held in high cost cities and that some conferences have designated certain hotels as conference hotels. The board believes that:

- In the interest of efficiency, the employee should stay in conference hotels that provide quick and ready access to convention and meeting halls and other conference events.
- The employee should not be required to subsidize the cost of his or her attendance at the conference.
- That telephone calls home of a reasonable number and duration shall be considered an expense of the employee's attendance at the conference.
- A means of travel within and around a convention city when the employee is in that city for an extended period of time as long as such travel does not interfere with the employee participating in the conference schedule shall be considered an expense of the employee's attendance at the conference.
- Reasonable limits must be set on the cost of meals for which the employee is reimbursed, that those limits vary based on the type of city in which the conference is held and its location within the city.

Travel and Conferences

The District will not reimburse the following types of expenses:

- Those of a purely personal nature.
- Sales or other taxes from which the District is exempt unless those taxes are paid on meal purchases.
- Alcoholic beverages

Employees who use their personal vehicles for approved District travel will be reimbursed at the IRS mileage rate in effect on the date of travel.

Employees attending conferences and traveling on other district business are representatives of the district and are expected to conduct themselves in a professional and appropriate manner.

The Superintendent of Schools shall provide administrative regulations as are necessary to define and implement this policy and to provide employees with proper guidance on those expenses that will be considered necessary conference expenses that are eligible for reimbursement by the District.

For purposes of this policy, members of the Board of Education and other non-employees authorized to travel and attend conferences on behalf of the District shall be covered as if they were employees.

Board Reviewed June 2012

Board Reviewed 2014

Cellular Phones

The Board of Education supports the appropriate use of cellular telephones as a means to improve efficiency, reduce costs or enhance the safety and security of students, staff, visitors and facilities.

A District-owned cell phone will be issued to an employee when required by that employee's job duties and as determined by the Superintendent or the Superintendent's designee.

The District recognizes that it often is impractical for an employee to carry both a District and a personal cellular phone. Employees may use District-owned cellular phones for personal calls. The employee must reimburse the district for the cost to the District that is created or could be created by any personal use of the phone.

The Deputy Superintendent (Asst. Superintendent for Business Administration) shall establish a reimbursement rate and process that ensures that the District does not subsidize personal calls and that the District's costs do not increase as a result of personal use of cellular phones.

Board Reviewed 2012

Board Reviewed 2014

Credit and Procurement Cards and Charge Accounts

The Board of Education recognizes that credit cards, procurement cards and charge accounts (credit) may be necessary for the conduct of District business and may provide certain efficiencies that are in the District's interest. The Board of Education hereby authorizes the acquisition and use of credit cards consistent with this Policy.

Consistent with their authority under the District's procurement policy, and this Policy, the Purchasing Agent and Deputy Purchasing Agent shall be permitted to use credit. The Board of Education also authorizes the use of credit by other school officials and employees to pay for actual and necessary expenses incurred in the performance of work-related duties for the district.

Care is to be taken to ensure that credit is not used in a manner that is inconsistent with this Policy, District's procurement policy and related administrative regulations and is used only for appropriate and authorized purposes.

The Asst. Superintendent for Business Administration may authorize use of credit in a manner consistent with this Policy and the procurement policy (#4070) and its regulations. The Asst. Superintendent for Business Administration shall establish appropriate limits on the use of credit cards, purchasing cards and charge accounts and shall determine which employees shall be issued credit or procurement cards. A list of those individuals will be maintained in the Business Office.

Employees are encouraged to use personal credit cards and submit claims for reimbursement consistent with the procurement policy (#4070) and regulations. District employees are never permitted to make personal charges using district credit or purchasing cards or charge accounts.

The use of credit or purchasing cards or charge accounts are for administrative convenience. They are not to be used to avoid compliance with this Policy, the procurement policy (#4070) and regulations or applicable laws.

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.

Users must submit detailed documentation, including itemized receipts for commodities, services, travel and/or other actual and necessary expenses that have been incurred.

Board Approved June 22, 2009

Board Reviewed 2012

Board Approved June 2, 2015

Meals and Refreshments

The Board of Education recognizes that from time to time it may be appropriate to provide meals and/or refreshments at District meetings and/or events that are being held for a business or educational purpose. The District may pay for meals and refreshments when necessary for the conduct of District business. The District will not pay for meals or refreshments when the primary purpose of the meal is social or entertainment.

Meals and refreshments are also appropriate for certain district events with the primary purpose of promoting the participation in or understanding of district affairs by nonemployees including members of the community.

Meals or refreshments in settings that in which only District employees are in attendance are not eligible for charge to the District or reimbursement unless they are

- in conjunction with an approved conference; or
- necessary while traveling on district business; or
- improve efficiency; or
- necessary due to time constraints or the urgent nature of the
- business to be conducted; or
- a part of an approved Board of Education recognition process; or
- districtwide staff opening day; or
- approved in advance by the Superintendent or the Superintendent's designee as being in the best interest of the District.

The Superintendent or the Superintendent's designee may authorize refreshments at events attended by significant numbers of nonemployees as a part of a program that promotes the understanding of district programs or initiatives if the use of refreshments as part of the event is deemed to be in the District's best interest.

The Superintendent of Schools shall provide administrative regulations as are necessary to define and implement this policy.

Board Reviewed 2012

Board Reviewed 2014

Naming School Facilities

On occasion, it may be appropriate for the District to recognize the notable service performed, or exceptional support provided by individuals or groups. Recognitions through the naming of schools or other district facilities must be authorized by the Board of Education. If the Board of Education desires to consider naming a school or facility it may choose to form a committee whose purpose shall be to review and submit recommendations to the Board of Education. The Board of Education will make the final decision regarding the naming of a school or facility.

COMMITTEE COMPOSITION

The Board of Education may appoint members to an Ad Hoc Committee as follows:

- a) One administrator
- b) One teacher
- c) Two students
- d) Three community members
- e) Additional members as the board may deem appropriate

GUIDELINES

A facility (or component) may be named to honor a person or organization for outstanding service or support of the School District or Community as indicated below:

Service:

A former employee or other person (or organization) who has rendered extraordinary service or left a legacy worthy of commemoration. To ensure a balanced perspective to the Board and community in deciding such honors for individuals, a minimum up to two years must have passed since that person's death or employment in the District.

Support:

Someone for whom (or on whose behalf) the District has received substantial financial or material support. This support shall directly benefit the District in pursuit of its educational mission and purpose.

Naming School Facilities

The name of the facility/component will remain for the life of the facility/component, except in extenuating circumstances. Replacement or major renovation of the named unit may result in retiring the name.

Any facility or component name shall be considered a public expression by the board of education on behalf of the district. Adoption of such expressions will be consistent with the policies and missions of the district.

Data regarding proposed names should be carefully prepared with sufficient information to enable the committee to make discriminating recommendations to the board of education.

Board Reviewed 2012

Board Reviewed 2014

Electronic Signatures

The Board of Education hereby authorizes the Superintendent or his/her designee to accept electronic signatures for all transactions permitted by the New York State Electronic Signatures and Records Act. The Superintendent is directed to establish regulations consistent with this policy.

Board Approved: December 11, 2007

Board Reviewed 2012

Board Reviewed 2014

Reporting and Investigations of Allegations of Fraud or Misconduct

Any district employee or other person who has a good faith reason to believe that fraud, financial impropriety or other wrongful conduct is occurring within the District is encouraged to report that belief to the appropriate authorities, such as the Superintendent, the Independent (external) Auditor, the Internal Auditor, the school attorney, a member of the Board of Education or law enforcement officials.

The person who receives such an allegation shall promptly report it to the Superintendent who shall ensure that other appropriate persons are informed and that a thorough investigation of the allegation is conducted, except that if the allegation relates to conduct of the Superintendent, the person receiving the allegation shall report it to the Board President or school attorney, who shall ensure that the thorough investigation is conducted. When the allegation involves conduct that appears to be criminal, the Superintendent or other person conducting the investigation shall ensure that the School Attorney and appropriate law enforcement authorities are notified promptly.

If the District determines that a school official or employee has engaged in wrongdoing, appropriate disciplinary measures will be applied, in accordance with law, District policy and regulation, and any applicable collective bargaining agreement. The application 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 those individuals who, in good faith, report allegations of fraud, financial impropriety and/or wrongful conduct as well as witnesses and/or any other individuals who participate in the investigation of an allegation of such conduct. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

Any person who knowingly makes false allegations of fraud, financial impropriety or wrongful conduct will also be subject to appropriate disciplinary action by the District.

The Superintendent will implement regulations regarding this policy and take appropriate steps to inform all employees of this Policy.

Board Approved 4-7-2008

Board Reviewed 2012

Board Reviewed 2014

Information Security Breach and Notification

The District is required by State Technology Law to notify affected individuals when there has been (or is reasonably believed to have been) a security breach in the District's computer system which compromises the individuals' private information. "Private information" includes personal information such as:

1. Social security numbers;
2. Driver's license numbers or non-driver identification card numbers; or
3. Account numbers, credit or debit card numbers, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"Private information" does not include information that is lawfully made available to the general public from federal, state or local government records.

The Superintendent of Schools, or his/her designee(s), will comply with the requirements of State Technology Law, Section 208.

Board Approved 4-8-2013

Board Reviewed 2014

Equal Employment Opportunity

It is the policy of this District to provide equal opportunities for employment, retention and advancement of all people regardless of gender, sexual orientation, race, color, religion, national origin, age, disability, or any other characteristic protected by applicable federal, state or local law. The District will also comply with the requirements of the Genetic Information Nondiscrimination Act (GINA). Pursuant to GINA, District officials will not ask for any “genetic information” (as that term is defined in the law) when requesting medical information about employees (for example, in connection with a fitness-for-duty examination).

The Superintendent or his/her designee will be responsible for publicizing and disseminating this policy, both internally and externally, and to ensure its availability to interested citizens and groups and to promulgate regulations associated with filing, investigating and resolving complaints consistent with applicable law.

Board Approved June 2013

Board Approved May 10, 2016

Unlawful Harassment

The East Irondequoit Central School District prohibits harassment in – or related to – the workplace based on gender, sexual orientation, race, color, religion, national origin, age, disability, or any other characteristic protected by applicable federal, state or local law. District employees are encouraged to report even isolated incidents of harassing behavior engaged in by their supervisors or coworkers or by other individuals they come into contact with while at work. While isolated incidents may not actually constitute a violation of law, it is District policy to prevent or stop harassing conduct before it rises to that level. The District also prohibits retaliation or any adverse treatment of employees because they either report harassment or provide information related to such complaints in good faith.

Regulations will be developed by the Superintendent which provide:

- an explanation of prohibited conduct under this policy;
- that employees who make complaints of harassment or provide information related to such complaints will be protected against retaliation;
- an explanation of the complaint process that provides accessible avenues of complaint as well as a prompt, thorough, and impartial investigation;
- that the District will protect the confidentiality of harassment complaints to the extent possible;
- that the District will take immediate and appropriate corrective action when it determines that harassment has occurred.

A copy of this policy and its accompanying regulations will be available upon request and published in appropriate school publications, such as teacher/employee handbooks, student handbooks, or otherwise publicized to employees.

Board Approved June 2013

Board Reviewed June 2016

Drug-Free Workplace

The possession, manufacture, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination as provided for by statute and/or collective bargaining agreement, as well as referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Superintendent of their conviction. Notification must be made by the employee to the Superintendent within 5 days of the conviction. Within 10 days, the Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The District administration will conduct a drug-free awareness program to inform employees of: (1) the dangers of drug and alcohol abuse in the workplace; (2) this policy of maintaining a drug-free workplace; (3) available counseling and rehabilitation; and (4) the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

The District will conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to see that the disciplinary sanctions are consistently enforced.

This policy should be distributed in writing to all present and future employees.

Board Reviewed June 2013

Board Reviewed June 2016

Conditional/Emergency Appointments

Child Safety

If an employee is serving under a conditional appointment or emergency conditional appointment pending employment clearance from the State Education Department, the Superintendent, or designee, will advise the employee's immediate supervisor and/or building principal of such appointment status, and request that he/she provide enhanced supervision as deemed appropriate to address safety of children who have contact with the employee. The immediate supervisor or building principal will, 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 member will have with students. The Superintendent or designee will promptly notify the immediate supervisor or building principal of any changes in the employee's appointment status, including receipt of clearance for employment.

Board Reviewed June 2013

Board Reviewed June 2016

Firearms and Other Weapons

The Board of Education prohibits firearms, other weapons or any object that reasonably can be considered a weapon, bomb or firework, on any portion of the premises or in any building or property owned or controlled by the school district. Police officers who are on-duty or otherwise required to carry a firearm are the only people permitted on school property to have a firearm in their possession.

Board Reviewed June 2013

Board Reviewed June 2016

Certification

Each employee whose employment requires certification or other licensure is required to inform the Superintendent of Schools immediately of any change in the status of his/her certification or licensure. The changes may include, but are not limited to, the granting, revocation, upgrading, expiration, conversion and/or extension of these documents as to their periods of validity or their titles.

The original certificates and/or licenses must be presented for examination and copying in the office of the Superintendent of Schools as soon as they are available to the employee. The copies will be maintained in the Superintendent's files in support of the legitimate employment of each affected employee. The failure of any such employee to possess the required certification or other licensure may result in the discharge of that employee.

Whether or not the District verifies an individual's certification or licensure does not waive the responsibility of the employee to maintain what is required for his/her assignment.

Board Reviewed June 2013

Board Reviewed June 2016

Family and Medical Leave

The Board of Education recognizes that leaves of absence are occasionally necessary due to family or medical reasons. In accordance with Federal regulations, eligible employees are entitled to use up to twelve workweeks per 12-month period of leave for family and medical reasons recognized by the FMLA. In addition, under FMLA regulations an employee who is the spouse, son, daughter, parent, or next of kin caring for a military service member recovering from an injury or illness suffered while on active duty in the armed forces (“Service member Caregiver Leave”) is entitled to a combined maximum of 26 workweeks for all FMLA leaves during any single 12-month period provided that the employee may not take more than 12 workweeks of leave for any other FMLA-qualifying reason during this period. The Board of Education hereby authorizes the Superintendent to establish procedures to comply with the Family and Medical Leave Act (FMLA).

Board Reviewed June 2016

Code of Ethics for All District Personnel

In addition to the prohibitions against conflicts of interest contained in N. Y. General Municipal Law, Art. 18, every officer and employee of the district, whether paid or unpaid, including members of the Board of Education, and their professional or nonprofessional staff and appointees (referred to collectively as “District officers and employees”), are subject to and must abide by the following standards of conduct:

Confidential Information: District officers and employees may not disclose confidential information acquired by them in the course of their official duties or use such information to further their private interests*.

Disclosure of interest in matters before the Board: District officers and employees who participate in discussions with or give official opinions to the Board on any matter being considered by the Board must publicly disclose (in writing) to the Board, and (except for Board members) to their immediate supervisor, the nature and extent of any direct or indirect financial or other private interest* he/she has in such matter. This interest also includes any interest a District officer’s or employee’s spouse may have, will have or will later acquire in such matters. Such disclosure must be made as soon as the individual has knowledge of his/her (or his/her spouse’s) actual or prospective interest.

Investments in conflict with official duties: District officers and employees may not invest in or hold any investment directly or indirectly in any financial, business, commercial enterprise or transaction that creates a conflict* with his/her official duties.

Private employment: District officers and employees may not engage in, solicit, negotiate for or promise to accept private employment when that employment creates a conflict with or impairs the proper discharge of his or her official duties.

Future employment: District officers and employees may not, after the termination of service or employment with the Board, appear as a paid representative before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he/she personally participated during the period of his or her service or employment or that was under his/her active consideration.

Penalties

In addition to any penalty provided for by law, any person who knowingly and intentionally violates any of the provisions of the Board’s Code of Ethics or Article 18 of the N.Y. General Municipal Law may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

* The terms “interest” and “conflict” used throughout this policy have the same meanings given to those terms in N.Y. General Municipal Law, Article 18.

Board Reviewed June 2013

Board Reviewed June 2016