Southern Cayuga Central School

Policy Book

(February 2023)

FOREWORD

Contained herein are the policy statements formulated by the Board of Education of the Southern Cayuga Central School District.

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

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

Policy should accomplish the following:

a) State a position taken by the District;

b) Grant the authority to act;

c) Be sufficiently detailed to give adequate direction;

d) Be achievable within the real environment of the school and community;

e) Provide for impartial procedures.

Jurisdiction

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

Severability

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or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education.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

MISSION STATEMENT

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the School District:

I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children; particularly the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.

II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in the various areas of human endeavor.

III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the School System seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types; and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

Southern Cayuga Central School District Policy Book

BY-LAWS
Section 1000

NUMBER

ORGANIZATION OF THE BOARD OF EDUCATION

1.1 School District and Board of Education Legal Status 1110
1.2 Board of Education Authority.....1120
1.3 Number of Members and Terms of Office 1130
1.4 Purpose and Role of the Board 1140

NOMINATION AND ELECTION OF BOARD OF EDUCATION MEMBERS

2.1 Board of Education Members: Qualifications 1210
2.2 Board of Education Members: Nomination and Election.....1220
2.3 Reporting of Expenditures.....1230
2.4 Vacancy on the Board.....1240

THE ROLE OF THE BOARD OF EDUCATION

3.1 Powers and Duties of the Board 1310
3.2 Nomination and Election of Board Officers.....1320
3.2.1 Duties of the President of the Board of Education 1321
3.2.2 Duties of the Vice President of the Board of Education.....1322
3.3 Appointments and Designations by the Board of Education.....1330
3.3.1 Duties of the District Clerk.....1331
3.3.2 Duties of the School District Treasurer 1332
3.3.3 Duties of the Tax Collector.....1333
3.3.4 Duties of the Independent Auditor.....1334
3.3.5 Appointment and Duties of the Internal Claims Auditor.....1335
3.3.6 Duties of the Extra-classroom Activities Funds Treasurer.....1336
3.3.7 Duties of the School Attorney 1337
3.3.8 Duties of the School District Physician/Nurse Practitioner.....1338
3.3.9 Consultants.....1339

BY-LAWS (*continued*)

Section 1000

NUMBER

BOARD POLICY

4.1 Policy 1410
4.2 Execution of Policy: Administrative Regulations 1420

MEETINGS OF THE BOARD OF EDUCATION

5.1 Regular Board Meetings and Rules (Quorum & Parliamentary Procedure) 1510
5.2 Special Meetings of the Board of Education 1520
5.3 Broadcasting and Taping of Board Meetings 1530

MEETINGS OF THE DISTRICT

6.1 Annual District Meeting and Election/Budget Vote.....1610
6.1.1 Business of the Annual District Election.....1611
6.2 Annual Organizational Meeting.....1620
6.3 Legal Qualifications of Voters at School District Meetings.....1630
6.4 Absentee Ballots 1640
6.5 Submission of Questions and Propositions at Annual Elections and Special District Meetings.....1650

RULES OF MEETINGS

7.2 Minutes 1720
7.3 Executive Sessions.....1730

SUBJECT: SCHOOL DISTRICT AND BOARD OF EDUCATION LEGAL STATUS

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

The Legislature of the State has implemented this constitutional mandate through the creation of school districts of various types. The Southern Cayuga Central School District is governed by the laws set forth for Central School Districts in Article 37 of the Education Law.

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

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

New York State Constitution
Education Law Articles 35 and 37

Reviewed by SCCS BOE March 27, 2017; no revision
Reviewed by SCCS BOE September 12, 2011; no revision
Adopted: 6/7/04

SUBJECT: BOARD OF EDUCATION AUTHORITY

The Board exercises policy and rule-making authority over the schools in accordance with applicable laws. It determines policy, delegates executive, supervisory and instructional authority to its employees and appraises the results achieved in light of the goals of the school system.

The Board shall concern itself primarily with questions of policy and with the appraisal of results rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and his or her staff, who shall be held responsible to the Board of Education for the effective administration and supervision of the entire school system.

All matters to be submitted to the Board shall first be brought before the Superintendent for investigation. If these matters require Board action, they shall be presented to the Board by the Superintendent.

In carrying out its functions, the Board has the power to issue contracts for services and materials, the power to inspect, or to employ a staff of consultants to inspect, the power to pass judgment upon employees and their work and the power to veto acts of any and all employees and their work when such acts are deemed inexpedient to the legal rights or obligations of the district or are inconsistent with the established policies of the Board.

The Board shall consider and act on items presented by the Superintendent.

It is understood that the members of the Board have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such statement or action is in pursuance of specific instructions from the Board.

Education Law Sections 1701, 1804 and 1805

Reviewed by SCCS BOE March 27, 2017; no revision
Reviewed by SCCS BOE September 12, 2011; no revision
Adopted: 6/7/04

SUBJECT: NUMBER OF MEMBERS AND TERMS OF OFFICE

The Board of Education of the Southern Cayuga Central School District shall consist of seven (7) members elected by the qualified voters of the School District at the annual election as prescribed by law.

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

Education Law Sections 1602, 1702(1), 1804(1) and 2105

Reviewed by SCCS BOE March 27, 2017; no revision
Reviewed by SCCS BOE September 12, 2011; no revision
Adopted: 6/7/04

SUBJECT: PURPOSE AND ROLE OF THE BOARD

The Board's chief concern is for the development and improvement of the school system through the advancement of the District Goals. To that end, the Board of Education is charged with the following:

a) Selecting and supporting able administrators;

b) Encouraging the Superintendent and other staff members to seek professional self-development in appropriate ways;

c) To clarify the goals of the schools in relation to State initiatives and local program recommendations;

d) Helping to protect the schools against domination by any one political party, religious group or partisans reform movement;

e) Performing the custodial functions of watching the public purse, maintaining the educational plant and monitoring instructional stability;

f) Enacting policies to guide the instructional and support staff in their efforts to achieve the goals of the schools;

g) Faithfully accepting the responsibilities and carrying out the duties delegated and assigned to the Board by the state law, regulations of the State Board of Education, decisions of the courts and similar legal sources;

h) Representing the School Community;

i) Keeping abreast of developments in Education theory and practice.

Education Law Section 1804

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Reviewed by SCCS BOE September 12, 2011; no revision
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04

SUBJECT: BOARD OF EDUCATION MEMBERS: QUALIFICATIONS

A Board of Education member of the Southern Cayuga Central School District must meet the following qualifications:

a) A citizen of the United States;

b) Eighteen (18) years of age or older;

c) Able to read and write;

d) A legal resident one (1) year prior to the election, but need not be a tax payer in the district;

e) Cannot be an employee of the Southern Cayuga Central School District;

f) The only member of his/her family (that is, cannot be a member of the same household) on the Southern Cayuga Central School District Board;

g) May not simultaneously hold another, incompatible public office;

h) Must not have been removed from a school district office within one (1) year preceding the date of election to the Board.

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

Reviewed by SCCS BOE March 27, 2017; no revision
SCCS BOE reviewed September 27, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BOARD OF EDUCATION MEMBERS: NOMINATION AND ELECTION

a) Candidates for the office of member of the Board of Education shall be nominated by a petition directed to the Clerk of the School District which is signed by at least twenty-five (25) qualified voters of the District, or by two percent (2%) of the number of voters who voted in the previous annual election, whichever is greater. Petitions must state the residence of each signer, the name and residence of each candidate.

b) The notice of the annual District meeting must state that petitions nominating candidates for the Board of Education must be filed with the Clerk of the District not later than the thirtieth (30) day preceding the election at which time the candidates so nominated are to be elected.

c) Voting will be by machine, and provision shall be made for the election by "write-in-vote" of any candidate not previously nominated. The position of candidates on ballots shall be determined by lot at a drawing conducted by the District Clerk on the day after the last filing. Candidates or their proxies may be present for the drawing.

d) The hours of voting shall be as indicated by Board resolution.

e) The candidates receiving the largest number of votes shall be declared elected in accordance with Education Law.

f) At least ten (10) days prior to the election, the Board shall appoint at least two (2) inspectors of election for each voting machine.

g) The Inspectors, under the supervision of the District Clerk, shall attend the election and record the name and legal residence of each voter. The Clerk shall give notice immediately to each person declared elected to the Board, informing him/her of the election and his/her term of office.

h) Only qualified voters as determined by Education Law (Section 2012) may vote at any District meeting or election.

i) No electioneering will be allowed within one hundred (100) feet of the polling place.

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

Education Law Sections 2004, 2013, 2018, 2025,
2029, 2031-a, 2032, 2034(7)(d), 2105(14), and 2121

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Adopted: 6/7/04

SUBJECT: REPORTING OF EXPENDITURES

Each candidate for the position of member of the Board of Education whose expenses exceed five hundred dollars ($500) must file a statement accounting for his/her campaign expenditures and contributions with the District Clerk and an additional statement with the Commissioner of Education. If a candidate's expenses do not exceed five hundred dollars ($500), then a sworn statement to that effect must be filed with the District Clerk. Campaign expense statements shall be filed 30 (thirty) days before the election, five (5) days before the election and the final statement shall be filed twenty (20) days after the election.

Education Law Sections 1528 and 1529

Reviewed & revised by SCCS BOE March 27, 2017
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Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: VACANCY ON THE BOARD

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

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

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

It shall be the duty of each member of the Board of Education to attend all meetings of the Board and, if any member shall refuse to attend three (3) consecutive meetings of the Board after having been regularly notified and a satisfactory cause for each non-attendance is not shown, the Board will proceed to declare that office vacant.

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

In the event of a Board member's death, resignation, removal from office or from the School District, or refusal to serve the Board may appoint a new member to fill such a vacancy. If the Board chooses to fill the vacancy, it shall be only for a term ending with the next annual election of the School District at which time such vacancy shall be filled in a regular manner for the balance of the unexpired term. The Board, at its own option, may also elect to call a special election within ninety (90) days to fill the unexpired term. If not so filled, the District Superintendent of the Supervisory District may appoint a competent person to fill the vacancy until the next annual election of the District. The Commissioner of Education may order a special election for filling a vacancy. When such special election is ordered the vacancy shall not be filled otherwise.

A Board member who has been removed from office shall be ineligible to appointment or election to any office in the District for a period of one (1) year from the date of such removal.

Education Law Sections 306, 1607, 1706,
1709(17)(18), 2103(2), 2109, 2111, 2112, and 2113

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SCCS BOE reviewed September 27, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: POWERS AND DUTIES OF THE BOARD

The Board of Education shall have powers and duties as set forth in New York State Education Law, principally Articles 35 and 37, and other applicable Federal and State laws and regulations. In general, the Board shall have in all respects the superintendence, management and control of the educational affairs of the District and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of New York State and the Commissioner of Education.

Education Law Sections 1604, 1709 and 1804

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

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Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: NOMINATION AND ELECTION OF BOARD OFFICERS

Officers of the Board of Education shall be nominated and elected by the simple majority of the Board at its Annual Organizational Meeting for a term of one (1) year. They will take their oath as officers at this meeting along with newly elected members.

The elected officers of the Board of Education are:

a) President;

b) Vice President.

Education Law Sections 1701 and 2105(6)

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SCCS BOE reviewed September 27, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DUTIES OF THE PRESIDENT OF THE BOARD OF EDUCATION

The President's duties include the following:

a) Presides at all meetings of the Board;

b) Calls special meetings as necessary or on request;

c) Appoints members to all committees of the Board;

d) Serves ex-officio as a member of all committees;

e) Executes documents on behalf of the Board;

f) Performs the usual and ordinary duties of the office.

Education Law Section 1701

SCCS BOE reviewed March 27, 2017; no revisions made
SCCS BOE reviewed September 27, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

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

The duties of the Vice President shall be:

a) To preside at all meetings in the absence of the President;

b) To sign documents, in case of the absence or disability of the President, clerk or treasurer, if authorized by resolution of the Board;

Education Law Section 1701

SCCS BOE reviewed March 27, 2017; no revisions made
SCCS BOE reviewed September 27, 2011; no revisions made
SCCS BOE revised September 14, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION

Appointments

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

The following shall be appointed annually:

a) District Clerk;
b) District Treasurer;
c) Deputy Treasurer
d) Tax Collector and Deputies;
e) District Auditor (independent);
f) Internal Claims Auditor;
g) Chief Advisors to Extra-Classroom Activities Funds;
h) Petty Cash Custodians.
i) District Signatory (usually the board vice president),
j) Internal Auditor

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

a) Census Enumerator and assistants;
b) District Physician (Medical Inspector);
c) Supervisors of Attendance;
d) Committee on Special Education and Committee on Preschool Special Education;
e) Records Access Officer;
f) AHERA Local Educational Agency (LEA) designee;
g) Title IX/Section 504/ADA Compliance Officer.

The following may also be appointed:
School Attorney;

Designations

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

a) Petty Cash Fund(s);

b) Official Newspaper(s);

c) Official Bank Depositories;

d) Official Bank Signatories;

SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION

e) Purchasing Agent;

f) Certifier of Payrolls;

g) Certifier of Retirement Reports;

h) Designated Educational Official to receive court notification regarding a student's sentence/adjudication in certain criminal cases and juvenile delinquency proceedings.

Authorizations

a) Approval of attendance at conferences, conventions, workshops, and the like;

b) Superintendent to approve budget transfers within limits prescribed by Commissioner's Regulation Section 170.2 and Board guidelines;

c) Superintendent to apply for Grants in Aid (State and Federal) as appropriate;

d) Establish mileage reimbursement rate;

e) Scholarship Committees' Members for the Koon and Sherwood Scholarships;

f) Regular Board Meeting Schedule to include Annual Meeting;

g) Adoption of Administrative Regulations and Continuation of Policies in effect the prior year;

h) Other(s) as deemed appropriate/necessary.

Education Law Sections 305(31) and 1709

SCCS BOE reviewed & revised March 27, 2017
Revised; Adopted by Board of Education, October 15, 2007
Southern Cayuga Central School Policy Book

SUBJECT: DUTIES OF THE DISTRICT CLERK

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

a) Attends all meetings of the Board and keeps a record of its proceedings and records, by name, those in attendance;

b) Prepares minutes of the meetings of the Board, obtains approval of the minutes by the Board at the next meeting, signs the minutes to signify their official standing;

c) Sends notices of special meetings to members of the Board; contacts and communicates with members as required; posts meeting notices in compliance with the open meetings law;

d) Sees that the proper legal notices and announcements are published on all specifications and items out on bid, in accordance with state law;

e) Maintains an up-to-date record of Board policies and by-laws;

f) Delivers to, and collects from, the President (or Vice President) such papers for signature as may be necessary;

g) Distributes notices to the public announcing availability of copies of the budget to be presented at the annual District meeting in compliance with the requirements of the State Education Law;

h) Administers oaths of office, as required by Section 10, Public Officers Law;

i) Gives written notice of appointment to persons appointed as inspectors of election;

j) Calls all meetings to order in the absence of the President and Vice President;

k) Assumes other duties customary to the office.

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

Education Law Section 2121
Public Officers Law Section 104

SCCS BOE reviewed March 27, 2017; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DUTIES OF THE SCHOOL DISTRICT TREASURER

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

a) Acts as custodian of all moneys belonging to the School District and lawfully deposits these moneys in the depositories designated by the Board;

b) Pays all authorized obligations of the District as directed;

c) Maintains proper records and files of all checks and approved payment of bills and salaries;

d) Makes all such entries and posts all such financial ledgers, records and reports as may be properly required to afford the District an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;

e) Signs all checks drawn on District fund accounts;

f) Assumes other duties customary to the office.

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

SCCS BOE reviewed March 27, 2017; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DUTIES OF THE TAX COLLECTOR

The Tax Collector is appointed annually by the Board of Education and shall be covered by a bond. It shall be the responsibility of the District Tax Collector to perform the following duties:

a) Prepares and mails tax notices;

b) Uses suitable printed tax receipt forms as prescribed by the State Tax Commission;

c) Collects taxes in the amount of the warrant, upon the issuance of the tax warrant by the Board of Education and penalty fees in accordance with the terms of such warrant;

d) Turns over daily to the School District Treasurer bank receipts collected by virtue of any tax list and warrant issued;

e) Submits a report, certified by him/her to the Board of Education, showing the amount of taxes and fees collected along with the unpaid listing. The combination of taxes collected and uncollected shall equal the amount of the warrant;

f) Turns over to the Cayuga County Office of Real Property Services, prior to November 15, a list of unpaid taxes;

g) Carries out such other duties of the position as prescribed in the Real Property Tax Law.

Education Law Sections 2126 and 2130
Real Property Tax Law Sections 922, 924, 1322, 1330, and 1338

SCCS BOE revised April 26, 2017
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SUBJECT: DUTIES OF THE EXTERNAL (INDEPENDENT) AUDITOR

The Board by law shall obtain an annual audit of its records by an independent certified public accountant or an independent public accountant, and a copy of the certified audit in a form prescribed by the Commissioner must be accepted by the Board and furnished annually to the State Education Department. In addition to the annual audit, the District shall be subject to State audits conducted by the State Comptroller. The audit shall also include all extra-classroom activity funds.

Request for Proposal Process

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

Duties and Responsibilities

The independent auditor must conduct the audit in accordance with Generally Accepted Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States. Standards of GAGAS are organized as general, fieldwork and reporting.

Below are some important considerations the District shall expect of the auditor in preparing the audit; however, they should not be considered all-inclusive or a substitute for the auditor's professional judgment.

a) Independence: The auditor must document that he/she is independent of the District and free of personal and external impairments. The auditor must establish an internal quality control system to identify any personal and external impairment and assure compliance with GAGAS independence requirements.

b) Internal Quality Control System: The auditor must document that his/her internal quality control processes adequately demonstrate compliance with government auditing standards. He/she must establish an organizational structure, policies and procedures to provide reasonable assurance of complying with applicable standards governing audits.

c) Internal Controls: The auditor must obtain a sufficient understanding of the District's internal controls and document such understanding covering the five interrelated components: the control environment, risk assessment, control activities, information and communication and monitoring.

(*continued*)

SUBJECT: DUTIES OF THE EXTERNAL (INDEPENDENT) AUDITOR (*continued*)

d) Planning and Supervision: The auditor's work is to be properly planned and supervised. Also, the auditor will consider materiality in order to provide reasonable assurance of detecting misstatements resulting from direct and material illegal acts and material irregularities to financial statements. The auditor should also be aware of the possibility that indirect illegal acts may have occurred.

e) Audit documentation: To meet the GAGAS requirements, the audit documentation should provide a clear understanding of its purpose, the source and the conclusions the auditor reached. It should be organized to provide a clear link to the findings, conclusions and recommendations contained in the audit report.

f) Reporting on Internal Controls and Compliance: The auditor must report on and present the results of his/her testing of the District's compliance with laws and regulations and its internal controls over financial reports in light of irregularities, illegal acts, other material noncompliance, significant deficiencies and material weaknesses in internal controls.

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

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SCCS BOE reviewed, revised and re-adopted March 2, 2011
Reviewed & Revised by SCCS Policy Committee January 20, 2011
BOE Adopted, January 9, 2006

SUBJECT: APPOINTMENT AND DUTIES OF THE INTERNAL CLAIMS AUDITOR

The Board may appoint an internal claims auditor who shall hold the position subject to the pleasure of the Board. No person shall be eligible for appointment to the office of internal claims auditor who shall be:

a) A member of the Board;

b) The Clerk or Treasurer of the Board;

c) The official of the District responsible for business management;

d) The Purchasing Agent;

e) Clerical personnel directly involved in accounting and purchasing functions.

Valid claims against the District shall be paid by the Treasurer only upon the approval of the internal auditor. The internal auditor may:

a) Examine all claim forms with respect to the availability of funds within the appropriate codes;

b) Substantiate receipts or other revenues or expenditures;

c) Audit all financial transactions of the Extra-classroom Activity Funds including these duties:

1. Examine the statement of accounts from the Central Treasurer once annually;
2. Audit the ledgers kept by student treasurers at least once per year;
3. Examine transactions and procedures to determine if correct;
4. Certify the accuracy of entries posted and available balances listed;
5. Investigate instances when Central Treasurer's report and club ledgers do not agree; and
6. Prepare year-end report, summarizing the financial condition of each activity and submit to Principal and Board of Education.

d) Meet such other requirements as may be established by the Regulations of the Commissioner of Education and/or the Comptroller of the State of New York.

Education Law Section 1709(20-a)

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Adopted: 6/7/04

SUBJECT: DUTIES OF THE EXTRA-CLASSROOM ACTIVITIES FUNDS TREASURER

The Extra-classroom Activities Funds Treasurer is appointed by the Board of Education and is responsible for the supervision of the extra-classroom activities funds.

This Treasurer's duties include the following:

a) Countersigns all checks disbursing funds from the Extra-classroom Activities Account;

b) Provides general supervision to insure that all receipts are deposited and that disbursements are made by check only;

c) Maintains records of all receipts and expenditures;

d) Submits records and reports to the Board as required;

e) Assumes other duties customary to the position.

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

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SUBJECT: DUTIES OF THE SCHOOL ATTORNEY

The Board shall annually appoint an attorney to perform desired legal services. The attorney shall serve at the Board's pleasure and be compensated at a mutually agreeable rate.

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SCCS BOE reviewed September 27, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DUTIES OF THE SCHOOL DISTRICT PHYSICIAN/NURSE PRACTITIONER

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

a) Performs professional medical services in the examination and care of school children and do related work as required;;

b) Performs periodic examinations of school children to detect the presence of contagious diseases and physical defects;

c) Conducts school health clinics;

d) Serves as a member of the Committee on Special Education;

e) Coordinates scheduling for, and performs, physical examinations to all pupils participating in interscholastic athletics;

f) Develops the program of health services in accordance with policies approved by the Board and as directed by the Superintendent of Schools.

g) Performs physical examinations for school employees and transportation personnel in accordance with NYS Department of Transportation laws to obtain commercial medical certification.

Education Law Sections 902 and 913

SCCS BOE revised April 26, 2017
SCCS BOE reviewed September 27, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CONSULTANTS

The Board of Education recognizes that the district may at times have need for consultants from outside the school system concerning educational programs, construction or other specific needs.

It is therefore the policy of the Board of Education that such consultants shall be hired only upon resolution of the Board of Education.

SCCS BOE reviewed April 26, 2017; no revisions made
SCCS BOE reviewed September 27, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: POLICY

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

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

Definition of Policy

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

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

Policies should accomplish the following:

a) Reflect the general environment in which the school organization operates;
b) Include direction for their implementation either by implication or broad explication;
c) Be impartial to deal uniformly with all whom they touch;
d) Omit non-relevant details that might need to be changed from time to time;
e) Grant the authority to act.

Formulation of Policies

Proposals regarding school district policies and operations may originate at any of several sources: a parent, taxpayer, professional consultant, civic group, etc.

Action on such proposals, whatever their source, is taken finally by the Board in accord with bylaws. The Board shall take action on most matters upon the basis of recommendations presented to the Board by the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff, study committees and Board of Education.

(*continued*)

SUBJECT: POLICY (*continued*)

Adoption and Amendment of Policy

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two (2) separate meetings of the Board of Education (i.e., the "first reading" and the "second reading"). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the "second reading" and complete the adoption of the proposed policy at its "first reading."

Dissemination of Policy

The Superintendent is directed to establish and maintain an orderly and ongoing plan for preserving and making accessible the policies adopted by the Board and the administrative rules and procedures necessary to implement the policies.

Accessibility is to extend to the members of the Board of Education, school district administrators, school district employees, and community members through the district website.

Application of Policy

A policy should be capable of being applied equitably in all circumstances to which it refers. The Board policy should not be set aside for one person while being applied to others. If the Board finds it must modify an adopted policy for a particular case, it shall amend the inadequate policy for the future. It shall not let policy stand while acting in a different manner.

Review of Policy

The process of appraisal of existing written policies shall be continuous, and items may be included on the agenda at any time at the suggestion of individual Board members or the Superintendent of Schools.

Administration in Policy Absence

If occasion should occur calling for immediate action by the administrators in an area where no Board policy exists, the Superintendent is empowered to act thereon. However, the Superintendent must report such action to the Board at its next regular meeting.

Education Law Sections 1604(9) and 1709(1) and (2)

SCCS BOE revised April 26, 2017
SCCS BOE reviewed October 24, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS

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

SCCS BOE reviewed April 26, 2017; no revisions made
SCCS BOE reviewed October 24, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: REGULAR BOARD MEETINGS and RULES (QUORUM and PARLIAMENTARY PROCEDURE)

All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. In accordance with Section 102 of the Open Meetings Law, a "meeting" is defined as an official convening of a public body for the purpose of conducting public business, including the use of videoconferencing for attendance and participation by the members of the public body. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

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

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

Regular meetings of the Board of Education of Southern Cayuga Central School District shall take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified at subsequent meetings of the Board.

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

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

(*continued*)

SUBJECT: REGULAR BOARD MEETINGS and RULES (QUORUM and PARLIAMENTARY PROCEDURE) (*continued*)

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

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

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

Using Videoconferencing to Conduct Board Meetings

If videoconferencing is used to conduct a Board meeting:

a) The Board will provide an opportunity for the public to attend, listen, and observe the meeting in at least one physical location at which Board members are participating.

b) Voting may be done through videoconferencing provided that Board members can be both seen and heard voting and participating from remote locations.

c) The minutes of the meeting must include which, if any, Board members participated remotely.

Recording of Meetings

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

Public Expression at Meetings

All regular and special meetings of the Board will be open to the public. Because the Board desires to hear the viewpoints of citizens throughout the district, it may schedule periods during each meeting for public participation.

No person should speak for more than four (4) minutes during a meeting, unless the time limit is waived by a majority of the Board members present. The Board President shall limit total speaking time during this session to thirty minutes. However, any individual may submit written comments to the clerk of the Board for consideration by the Board.

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (*continued*)

Comments and questions at a regular meeting may deal with appropriate topics related to the Board's conduct of the schools in public session. Comments at special meetings must be related to the call of the meeting.

The Board President shall be responsible for:
a) Recognizing all speakers who will properly identify themselves;
b) Maintaining proper order and limiting inappropriate comments or actions by visitors as specified in the District Code of Conduct;
c) Adhering to any set time limits.

After public input on a topic, the Board will utilize one of the following options:
a) Discuss issue;
b) Refer the issue to the Superintendent for review;
c) Place the issue on a future agenda;
d) Take no action.

Members of the public will not be recognized by the President as the Board conducts its official business except when the Board schedules in advance an interim public discussion period on a particular item.

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

Quorum

The quorum for any meeting of the Board shall be four (4) members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

Use of Parliamentary Procedure

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

a) Action items require a:
   1. Motion by a Board member;
   2. Second of the motion;
   3. Discussion by Board members;
   4. Vote by Board members.

   Any Board member may request that discussion be terminated on any discussion of an action item, on which a motion and second have not been made.

b) Each motion shall be limited to one idea or issue.

c) No new motion may be made while another is being discussed.

d) A motion may be amended during discussion by any Board member. If seconded, the amendment shall be discussed and voted upon before action on the original motion.

e) No more than two amendments may be added (passed) to any motion.

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (*continued*)

f) Before a vote on a motion is taken, business can be interrupted by a motion to:
   1. Table the main motion:
   2. Postpone action;
   3. Refer the motion to committee;
   4. Withdraw it from consideration;
   5. Adjourn the meeting.

g) Debate can be closed with a motion to move the question and a two-thirds affirmative vote (of those members present).

h) A member of the Board, but no one else, may rise to a point of order at any time. After point is stated, the President shall issue a ruling which may be appealed to a vote of the full board. Such vote shall require a two-thirds affirmative vote (of those members present).

i) Before a motion is voted, any member may request it be read aloud by the Clerk.

j) The President, by virtue of membership on the Board, is expected to vote on each issue, as with any member.

k) When once decided, a particular motion should not be taken up again at that meeting. A motion can be brought up again at a subsequent meeting. If, in the event it is asked that an identical motion be brought up at the same meeting, permission may be granted by a two-thirds affirmative vote (of those members present).

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

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

NOTE: Refer also to Policies #1520 -- Special Meetings of the Board of Education
#1730 -- Executive Sessions

SCCS BOE reviewed, revised and adopted February 27, 2023
SCCS BOE reviewed and revised June 11, 2012
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SPECIAL MEETINGS OF THE BOARD OF EDUCATION

Special meetings of the Board shall be held on call by any member of the Board. A reasonable and good faith effort shall be made by the Superintendent or the Board President, as the case may be, to give every member of the Board twenty-four (24) hours notice of the time, place and purpose of the meeting. All special meetings shall be held at a regular meeting place of the Board and/or in accordance with provisions of the Open Meetings Law as may be applicable.

In an emergency, the twenty-four (24) hour notice may be waived by having each Board member sign a waiver-of-notice form.

Public notice of the time and place shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one (1) or more designated public locations at a reasonable time prior to the meeting.

Public Officers Law Sections 103 and 104

NOTE: Refer also to Policy #1510 -- Regular Board Meetings

SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BROADCASTING AND TAPING OF BOARD MEETINGS

The Board of Education recognizes its responsibility to conduct business publicly and to bring school issues to the attention of the community. Board proceedings may be tape recorded by news media personnel in accordance with law and, therefore, subject to the following considerations.

a) Members of the Board and all those in attendance must be informed of the intent on the part of anyone to record any part of a meeting. The Board may choose to record contemporaneously to ensure a reliable, accurate and complete account of the meeting.

b) If any person in attendance requests that taping be interrupted for a portion of the meeting, it shall be the responsibility of the Board President to render a decision on such request.

c) The use of cameras or other forms of broadcasting equipment shall require written approval from the Board of Education.

SCCS BOE reviewed October 24, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ANNUAL MEETING ELECTION/BUDGET VOTE

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

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

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

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

NOTE: Refer also to Policy #1640 -- Absentee Ballots

SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUSINESS OF THE ANNUAL MEETING/ELECTION/BUDGET VOTE

The Board of Education will appoint a qualified voter as chief inspector for the Annual Meeting and Election/Budget Vote.

The district clerk will declare the Annual Meeting open and proceed as follows.

a) District Clerk serves as clerk of the election;

b) Election inspectors previously appointed by the Board will serve;

c) Opening of the polls for voting;

d) Closing of the polls;

e) Announcing the results of the election/budget vote;

Education Law Sections 1716 and 2025

SCCS BOE reviewed & revised November 12, 2019
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ANNUAL ORGANIZATION MEETING

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

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

At this meeting, the Board shall elect its officers and make appointments as required by law.

Education Law Section 1707

SCCS BOE reviewed & revised November 27, 2017
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: LEGAL QUALIFICATIONS OF VOTERS AT SCHOOL DISTRICT MEETINGS

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

a) A citizen of the United States;
b) Eighteen (18) years of age or older;
c) A resident within the District for a period of at least thirty (30) days preceding the meeting at which he/she offers to vote.
d) A resident, whose primary residency is in the Southern Cayuga Central School District.

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

Register of Voters

All persons offering to vote shall be required to provide their signature, and street or road address and may be required to provide identification that proves that residency and age requirements have been met. Acceptable forms of proof of residency and age shall be stipulated by the Board of Education; the Clerk shall include such requirements in the notice of the school meeting and vote.

Education Law Section 2012 and 2029
Election Law Article 5

SCCS BOE reviewed & revised November 27, 2017
SCCS BOE reviewed October 24, 2011; no revisions made
SCCS BOE reviewed, revised and re-adopted October 12, 2010
Adopted: 6/7/04

SUBJECT: ABSENTEE BALLOTS

The Board of Education authorizes the District Clerk to provide absentee ballots to qualified District voters. Absentee ballots shall be used for the election of School Board members, the adoption of the annual budget and the Hazard and Aurora Library Associations annual budget.

A District voter must request in advance an application for an absentee ballot. The voter must complete the application and state the reason he/she will not be able to appear in person on the day of the District election/vote for which the absentee ballot is requested. The application must be received by the District Clerk or Board designee at least seven (7) days before the election/vote if the ballot is to be mailed to the voter, or the day before the election/vote if the ballot is to be delivered personally to the voter.

Pursuant to the provisions of Education Law, a qualified District voter is eligible to vote by absentee ballot if he/she is unable to appear to vote in person on the day of the School District election/vote because:

a) He/she is or will be a patient in a hospital, or is unable to appear personally at the polling place on the day of the election/vote because of illness or physical disability;

b) He/she has duties, occupation or business responsibilities, or studies which require being outside of the county of residence on the day of the School District election/vote;

c) He/she will be on vacation outside of the county or city of residence on the day of such District election/vote;

d) He/she will be absent from the voting residence due to detention in jail awaiting action by a grand jury or awaiting trial, or is confined in prison after conviction for an offense other than a felony; or

Statements on the application for absentee ballot must be signed and dated by the voter.

An absentee ballot must reach the office of the District Clerk or Board designee not later than 5 p.m. on the day of the election/vote in order that his/her vote may be canvassed.

A list of all persons to whom absentee ballots have been issued shall be maintained in the office of the District Clerk or Board designee and made available for public inspection during regular office hours until the day of the election/vote. Any qualified voter may, upon examination of such list, file a written challenge of the qualifications as a voter of any person whose name appears on such list, stating the reason for such challenge. The written challenge shall be transmitted by the District Clerk or Board designee to the election inspectors on the day of the District election/vote. In addition, any qualified voter may challenge the acceptance of the absentee voter's ballot of any person on such list by making his/her reasons known to the election inspector before the close of the polls.

Education Law Sections 2014, 2018-a & -b and 2613

SCCS BOE reviewed & revised November 27, 2017
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

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

Questions and Propositions at Annual District Elections

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

a) Questions or propositions shall be submitted by petition directed to the Clerk of the School District and shall be signed by twenty-five (25) qualified voters, or five percent (5%) of the registered voters of the District who voted in the previous annual election of Board members, whichever is greater.

b) A separate petition shall be required for each question or proposition.

c) Each petition shall be filed with the Clerk of the School District. Petitions relating to an Annual Election must be filed not later than thirty (30) days preceding the election at which the question or proposition is to be voted upon.

d) Questions or propositions submitted in accordance with these rules and accepted will be printed on the ballot for the voting machine.

e) The Board of Education shall cause the rules and regulations set forth in this policy to be distributed within the District.

f) Nothing herein contained shall affect the nominations of candidates as set forth in the Annual District Election notice pursuant to Section 2018 of the Education Law.

Questions or Propositions to be Submitted at Special District Meetings

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

Education Law Sections 2008 and 2035(2)

SCCS BOE reviewed November 27, 2017; no revisions made
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: MINUTES

The minutes are a legal record of the activities of the School Board as a public corporation having the specified legal purpose of maintaining public schools. The minutes may be subpoenaed as an original source of evidence in cases of litigation. The minutes shall be complete and accurate, including resolutions and motions in full and stored in a minutes book.

The minutes of each meeting of the Board of Education shall:

a) State the type of meeting;

b) State the date and time for convening;

c) State Board members present and absent;

d) State Board members' arrival and departure time;

e) Contain the actions of the Board plus supporting written schedules and agenda enclosures;

f) State the names of those voting in the affirmative, the negative and those abstaining when the vote on a motion is not unanimous;

g) A notation of the presence or absence of the Superintendent; a notation of the names of other staff members and visitors present;

h) A record of any corrections to the minutes of the previous meetings and the action approving them;

i) A record of all communication presented to the Board;

j) A record of the hearing of all petitions of citizens;

k) A record of any reports of Board members or staff members;

l) Special marking to indicate policy matters.

All reports requiring Board action, resolutions, agreements and other written documents may be made a part of the minutes by reference, and if so, shall be placed in the district as a permanent record.

Approval of Minutes

Minutes shall be approved by a majority vote of the Board. The minutes should be read prior to the meeting and if there are no corrections, a motion, a second and a vote should take place. (It should be noted if there are no corrections, minutes can be approved without a vote; however, for continuity, it is recommended a vote be taken.)

(continued)

SUBJECT: MINUTES (*continued*)

Corrections of Minutes

If a correction to the minutes is brought up at a meeting, the correction should be read back to the full Board of Education. If no Board member wishes to further pursue the correction, the President may call for a motion and a second to approve the corrected version of the minutes. However, if any Board member asks for more time to consider the change, the change will be put in writing, and a vote for approval will take place at the next meeting.

Minutes – Availability and Storage

All official Board minutes shall be signed by the Clerk of the Board when submitted and stored in a fireproof vault. Approved minutes shall be available to the public within two (2) weeks following the date of a meeting. A fee may be charged for copies as permitted by public access law.

Education Law, Section 1709
Public Officers Law Section 106

SCCS BOE reviewed & revised November 27, 2017
SCCS BOE reviewed October 24, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EXECUTIVE SESSIONS

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

a) Matters that will imperil the public safety if disclosed;

b) Any matter that may disclose the identity of a law enforcement agent or informer;

c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;

d) Discussions regarding proposed, pending or current litigation;

e) Collective negotiations pursuant to Article 14 of the Civil Service Law;

f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;

g) Preparation, grading or administration of examinations;

h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof;

i) Discussion regarding a student with a disability.

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

Public Officers Law Article 7
Education Law Section 3020-a

SCCS BOE reviewed January 8, 2018; no revisions made
SCCS BOE reviewed October 24, 2011; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

Southern Cayuga Central School District

INTERNAL OPERATIONS

Section 2000

NUMBER

INTERNAL OPERATIONS

1.1 Orienting New Board Members....2110
1.2 Board Member Training 2111

BOARD OF EDUCATION COMMITTEES

2.1 Sub-Committees of the Board....2210
2.2 Visits to the Schools - Board Members 2220
2.3 Guidelines for Citizens' Concerns to Board Members 2230

BOARD OF EDUCATION ACTIVITIES

3.1 Membership in Associations....2310
3.2 Attendance by Board Members at Conferences, Conventions and Workshops ..2320
3.3 Compensation and Expenses 2330
3.3.1 Health Insurance Coverage for School Board Members 2331
3.4 Board Self-Evaluation....2340

SUBJECT: ORIENTING NEW BOARD MEMBERS

The Board and its staff shall assist each new member-elect to understand the Board's functions, policies, and procedures before he/she takes office, by the following methods:

a) The electee shall be given selected material on the job of being part of the Board, which material is supplied by professional organizations;

b) The electee shall be invited to attend Board meetings and to participate in its discussions;

c) The Clerk shall supply material pertinent to meetings and shall explain its use;

d) The electee shall be invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board;

e) A copy of the Board's policies and by-laws and a copy of The School Law Handbook on New York State Education Law shall be given to the electee by the Clerk;

f) The opportunity shall be provided and new Board members shall be encouraged to attend an orientation program by an appropriate organization related to the functioning of School Boards in New York State.

g) Newly elected BOE member(s) will fulfill their obligations, per lawful requirement, in training for their fiscal responsibility and Board governance.

SCCS BOE reviewed March 26, 2018; no revision
SCCS BOE revised and approved December 12, 2011
SCCS BOE revised and approved February 22, 2010
SCCS BOE revised and approved October 27, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BOARD MEMBER TRAINING

Training requirements for Board members in the first year of their first term as a Board member are two-fold.

Training on Financial Oversight, Accountability and Fiduciary Responsibilities

Currently**,** within the first year of election or appointment, each Board member must complete a minimum of six (6) hours of training on the financial oversight, accountability and fiduciary responsibilities of a school board member.

Re-elected Board members are not required to repeat this training. Additionally, re-training is not required if the Board member has previously fulfilled this requirement as a first-term member of a component school district.

Training on Powers, Functions and Duties of Board Members and Other Authorities

Beginning July 1, 2011, and thereafter, in addition to the above training, during the first year of a Board member's first term, he/she shall be required to complete a training course acquainting them with the powers, functions and duties of Boards of Education, as well as the powers and duties of other governing and administrative authorities affecting public education.

Re-elected Board members shall not be required to repeat this training. Additionally, should a voting Board member be seated or appointed on or before August 13, 2010, the signing date of Chapter 388 of the Laws of 2010, he/she is not required to take this training.

Curricula and Compliance

Training on financial oversight, accountability and fiduciary responsibilities shall be approved by the Commissioner of Education in consultation with the State Comptroller. General training shall be approved by the Commissioner of Education. Providers shall be approved by the Commissioner. Curricula may be offered together as a single course or separately.

Upon completing the required training, the Board member shall file with the District Clerk a certificate of completion issued by the provider of the training. Actual and necessary expenses incurred by a Board member in complying with these requirements are a lawful charge of the District.

Education Law Section 2102-a
8 New York Code of Rules and Regulations (NYCRR) Section 170.12(a)

SCCS BOE reviewed March 26, 2018; no revision
New Policy; SCCS Policy Committee January 20, 2011
Adoption Date March 2, 2011

SUBJECT: SUB-COMMITTEES OF THE BOARD AND BOARD REPRESENTTION ON BOARD, DISTRICT AND AD HOC COMMITTEES

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

At the request of the Board, the President shall appoint temporary or advisory committees consisting of less than a quorum of the full membership for special purposes. These committees shall be discharged on the completion of their assignment.

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

At the annual re-organization meeting, member representation on Board, District and ad hoc committees is determined. Board committees are subject to open meetings laws. All committees are advisory to the whole Board.

Education Law Section 1708

SCCS BOE reviewed March 26, 2018; no revision
SCCS BOE revised and adopted December 12, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: VISITS TO THE SCHOOLS -- BOARD MEMBERS

The Board encourages its members to visit the district schools and supportive school departments. However, such visits shall be made in accordance with the following guidelines:

a) All visits shall be recorded in the main office, stating the purpose of the visit;

b) Such visits are for the purpose of becoming acquainted with school programs, personnel, operation and facility and should not interfere with the operation of the school or any employee or student;

c) Board members should refrain from giving directions or making evaluations of personnel or operating procedures during their visit;

d) If a school visit leaves a Board member with a concern, this concern should initially be discussed with the Superintendent and President of the Board.

Board members may have children in the schools and therefore have parental opportunities to converse with their child's teacher, counselor or administrator. In those instances, the Board member should make it clear that he/she is visiting as a parent and not as a member of the Board of Education.

SCCS BOE reviewed March 26, 2018; no revision
SCCS BOE revised and re-adopted November 9, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: GUIDELINES FOR CITIZENS' CONCERNS TO BOARD MEMBERS

Since Board members are the elected representatives of the community with respect to the schools, each member should welcome community input, observing the following guidelines so such input is effectively handled:

a) When a member receives input on matters such as disciplinary cases, complaints about staff members, etc., and where the Board member has no prior knowledge of the situation, the member should first ask whether the teacher or administrator involved has been contacted. If the appropriate school person has not been contacted, the Board member should refrain from making any remarks which would prejudice the orderly administration of due process related to the situation. The Board member should request that the appropriate school person be contacted.

b) In cases where the member is unsure of how to handle a query, the member should tell the party that he/she will research the situation. At this point, the Superintendent, appropriate administrator or the President of the Board should be consulted. This procedure should be used before the individual Board member commits himself/herself to an opinion on a matter which he/she is not conversant. It is the policy of the Board to give no information rather than misinformation.

c) Board members have the responsibility to ensure that due process should be used properly ensuring the rights of all individuals. If proper procedures are not used, someone's rights may be violated.

SCCS BOE reviewed March 26, 2018; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: MEMBERSHIP IN ASSOCIATIONS

The School District may maintain membership and participate cooperatively in local, regional or state School Boards associations or other related organizations.

Education Law Section 1618
Comptroller's Opinion 81-255

SCCS BOE reviewed March 26, 2018; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

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

Conferences provide an opportunity for Board members to keep abreast of current developments in education.

In order to benefit the school system, all Board members are encouraged to participate in these activities. Participation shall be governed by these factors:

a) Available resources;

b) Appropriateness of the activity;

c) Need for the activity;

d) Board members attending conferences, seminars and workshops will provide an oral report to the Board of Education at the next regularly scheduled Board meeting.

The authorization for Board members to attend a conference, convention, workshop and the like is delegated to the President of the Board of Education in consultation with members of the Board. Expense or claim forms shall be paid upon approval by the Superintendent.

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

SCCS BOE reviewed March 26, 2018; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: COMPENSATION AND EXPENSES

No member of the Board may receive any compensation for his/her services unless he/she shall also serve as District Clerk and be paid as Clerk. All members of the Board of Education may be reimbursed for actual authorized expenses incurred in representing the District. All bills or claims for reimbursement must be itemized in reasonable detail and approved by the President before submittal to the District Clerk. The District Clerk shall promptly process all requests for reimbursement.

Education Law Section 2118
General Municipal Law Section 77-b

NOTE: Refer also to Policy #5410 Purchasing
and related Administrative Procedure #5410P.1 Processing of Purchase Orders.

SCCS BOE reviewed March 26, 2018; no revision
SCCS BOE revised and approved October 27, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HEALTH INSURANCE COVERAGE FOR SCHOOL BOARD MEMBERS

Current School Board members may participate in medical, surgical and hospital insurance plans offered by the District, provided, however, that the total cost of participation by School Board members and their families shall be borne by such members.

SCCS BOE reviewed March 26, 2018; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BOARD SELF-EVALUATION and GOAL SETTING

The Board shall review the effectiveness of its internal operations at least once annually. It will review goals, set new goals and will formulate a plan with specific action steps for improving its performance.

The Superintendent and others who work regularly with the Board may be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a policy making body.

SCCS BOE reviewed March 26, 2018; no revision
SCCS BOE revised and approved October 27, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

Southern Cayuga Central School District

COMMUNITY RELATIONS
Section 3000

NUMBER

SCHOOL COMMUNITY RELATIONS

1.1 School Sponsored Media 3110
1.1.1 "Rambling Reporter" 3111
1.1.2 District Website 3112
1.2 Relations with the Municipal Agencies 3120
1.3 Senior Citizens 3130
1.4 Flag Display 3140
1.5 School Volunteers 3150
1.6 School Logo & Mascot 3160

PARTICIPATION BY THE PUBLIC

2.1 Visitors to the School 3210
2.3 Public Complaints 3230
2.4 Student Participation 3240
2.5 Parent-Teacher Organization 3250
2.6 Booster Clubs 3260
2.7 Solicitations
2.7.1 Solicitation of Charitable Donations From School Children 3271
2.7.2 Advertising in the Schools 3272
2.7.3 Soliciting Funds From School Personnel 3273
2.8 Community Use of School Facilities, Materials & Equipment 3280
Use of Facilities by the Boy Scouts of America & Patriotic Youth Groups 3281
2.9 Operation of Motor-Driven Vehicles on District Property 3290

DISTRICT RECORDS

3.1 Public Access to Records 3310
3.2 Confidentiality of Computerized Information 3320
3.3 Acceptable Use of Computerized Information and Equipment 3330

PUBLIC ORDER ON SCHOOL PROPERTY

4.1 Code of Conduct on School Property 3410
4.1.1 Unlawful Possession of a Weapon Upon School Grounds 3411
4.1.2 Threats of Violence in School 3412
4.2 Non-Discrimination and Anti-Harassment in the School District 3420
4.3 Statewide Uniform Violent Incident Reporting System (UVIRS) 3430

EMERGENCY SITUATIONS

5.1 Emergency Closings 3510

SUBJECT: SCHOOL SPONSORED MEDIA

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

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

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

SCCS BOE reviewed; no revision; June 11, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: "RAMBLING REPORTER"

The Rambling Reporter is the designated newsletter for the Southern Cayuga Central School District. Since this newsletter is devoted to information pertaining to the District, material from school employees and board members will be given priority. Information regarding community events will be published if there is space available and if it is consistent with the mission and programs of the Southern Cayuga Central School District.

Due to the nature of citizen letters and comments, the Rambling Reporter will not be utilized as a device for community members to speak out on an issue or campaign for a particular office.

SCCS BOE reviewed; no revision; June 11, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DISTRICT WEBSITE

In order to support the vision and mission of the School District, the District has created and will maintain a website for the following purposes:

a) A gateway to District and community resources and to educational websites.

b) A means for the community to access District information.

c) A means of "opening up" communications among students, District personnel, the community, and associated organizations.
d) A place to showcase innovative student and staff educational projects, presentations, and learning experiences.

The District website may not be used for any commercial promotional activity.
Regulations will be developed for implementing guidelines as to staff/student access and usage of the District website.

SCCS BOE reviewed; no revision; June 11, 2018
Adopted February 27, 2012; Southern Cayuga Board of Education

SUBJECT: RELATIONS WITH THE MUNICIPAL AGENCIES

It is the policy of the Board to establish and maintain a positive working relationship with the governing bodies of the municipality. The Board shall also cooperate with municipal, towns and villages, county and state agencies whose work affects the welfare of the children of the District, including the County Social Service Department, the Board of Health, the Recreation Department, the Public Library, and all community emergency service agencies.

SCCS BOE reviewed; June 11, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SENIOR CITIZENS

The Board of Education will consider school related programs for senior citizens in accordance with Education Law and/or regulations of the Commissioner of Education. Senior citizens are welcome and encouraged to volunteer and to attend performances, concerts, sports events and the annual holiday concert and luncheon.

Education Law Sections 1502 and 1709(22)
Real Property Tax Law Section 467

SCCS BOE reviewed & revised; June 11, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: FLAG DISPLAY

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

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

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

SCCS BOE reviewed; no revision; June 11, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL VOLUNTEERS

The Board recognizes the need to develop a school volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

a) Assist employees in providing more individualization and enrichment of instruction;

b) Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;

c) Strengthen school/community relations through positive participation.

Volunteers are persons who are willing to donate their time and energies to assist principals, teachers and other school personnel in implementing various phases of school programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the District's insurance program. The District shall maintain an appropriate rider to insure this protection.

An application shall be filled out by each prospective volunteer and forwarded to the appropriate district office. The building principal will review and submit his/her recommendation for approval to the Superintendent. Volunteers selected for work in the district shall be approved by the Board of Education annually and placed on the list of approved volunteers. However, the Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

Administrative regulations will be developed to implement the terms of this policy. Volunteers must be approved by the Board annually prior to service. Fingerprinting is not required by law for volunteers.

Long term volunteers, either for a year or a season, will be under the direct supervision of a school employee. A background check may be completed for all long-term volunteers serving in extra-curricular after-school programs.

Volunteer Protection Act of 1997,
42 United States Code (USC) Section 14501 et seq.
Education Law Sections 3023 and 3028
Public Officers Law Section 18
Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2001).

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

SCCS BOE reviewed, revised, adopted October 22, 2018
SCCS BOE reviewed; no revision; June 11, 2018
SCCS BOE reviewed, revised & adopted May 23, 2016
SCCS BOE reviewed; no revision; January 9, 2012
SCCS BOE reviewed and adopted October 11, 2011
Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL LOGO & MASCOT

Use of Southern Cayuga Central School District logo and mascot require district review and written approval.

The Superintendent or designee shall require an employee, student or organization to obtain written permission from the district before copying, modifying, displaying, performing, distributing, or otherwise employing the district's logo/mascot for instructional, curricular, or extracurricular purposes.

The Superintendent or designee shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper.
Members of the general public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District logo and mascot without the written permission of the Superintendent or designee.

The District may hire an independent contractor for specially commissioned work(s) under a written works-made-for-hire agreement that provides that the District shall own the work product created under the agreement.

SCCS BOE reviewed; no revision; June 11, 2018
Adopted by SCCS BOE June 12, 2017

SUBJECT: VISITORS TO THE SCHOOL

Community members are welcome at school. During regular school hours all visitors shall be required to pass through our security systems and report to the main office upon arrival at school, state their business and sign in, wearing an identification badge if going into the building. Visitations to classrooms for any purpose require permission in advance from the building principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

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

Education Law Section 2801
Penal Law Sections 140.10 and 240.35

SCCS BOE reviewed; no revision; June 11, 2018
SCCS BOE reviewed and approved January 23, 2012
Revised by Policy Committee December 15, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PUBLIC COMPLAINTS

Complaints by citizens regarding any facet of the school operation often can be handled more satisfactorily by the administrative officer in charge of the unit closest to the source of the complaint. In most instances, therefore, complaints will be made first to the teacher, coach or other school employee directly involved. If the matter cannot be resolved, it must then be brought to the building principal, assistant principal or designee.

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

If the complaint and related concerns are not resolved at the Superintendent level to the satisfaction of the complainant, the complaint may be carried to the Board of Education. Unresolved complaints at the Superintendent level must be reported to the Board of Education by the Superintendent.

SCCS BOE reviewed; no revision; October 22, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENT PARTICIPATION

Students provide an important channel of communication with parents/guardians and/or persons in parental relation and the entire community. Information concerning the schools may be properly disseminated through students. The School District's administrators shall review all messages and materials prior to authorizing their dispersal through the student body.

SCCS BOE reviewed; no revision; October 22, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PARENT-TEACHER ORGANIZATION

The Board of Education recognizes that the goal of the Parent-Teacher Organization is to develop a united effort between educators and the general public to secure for every child the highest achievement in physical, academic and social education. Therefore, staff members and parents/guardians and/or persons in parental relation are encouraged to join the Parent-Teacher Organization and to participate actively in its programs.

SCCS BOE reviewed; no revision; October 22, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BOOSTER CLUBS

Booster clubs, such as Sports Boosters, or other related organizations, such as PTO, may be created to promote community support and to raise funds for specific school activities or programs. These groups must receive official Board approval. No Booster Club may discriminate on the basis of sex, color, national origin, ethnic background, disability, religion or any other arbitrary criteria.

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

a) Students assisting with Booster Club fundraising must have signed approval by parent/guardian and/or person in parental relation (see fundraising permission forms);

b) Financial records be maintained and made available, upon request, for Board and/or public inspection;

c) Fundraising activities be planned in advance with district administration subject to approval by the Superintendent; and

d) Groups wishing to make a contribution adhere to the District's policy and regulations regarding the acceptance of gifts.

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

NOTE: Refer also to Policy #7450 -- Fundraising by Students

SCCS BOE reviewed, revised, adopted October 22, 2018
SCCS BOE reviewed; no revision; January 9, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book
Revised; approved by SCCS Board of Education February 25, 2008

SUBJECT: SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL CHILDREN

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

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

a) Fundraising activities which take place off school premises, or outside of regular school hours during before-school or after-school extracurricular periods;

b) Arms-length transactions, where the purchaser receives a consideration for his/her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited, as the purchaser will receive consideration - the concert or social event - for the funds expended;

c) Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money. However, collection of charitable contributions of food, clothing, other goods or funds from students in the classroom or homeroom is prohibited.

The Superintendent shall develop regulations to guide which organizations, groups, etc. can solicit charitable donations and for what purposes. The activities must comply with the terms of this policy and the rules of the Board of Regents.

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

NOTE: Refer also to Policy #7450 -- Fundraising by Students

SCCS BOE reviewed; no revision; October 22, 2018
Reviewed by SCCS Board of Education February 13, 2012; no revision
Revised; approved by SCCS Board of Education February 25, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADVERTISING IN THE SCHOOLS

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

a) Schools may cooperate in furthering the work of any non-profit, community-wide, social service agency, provided that such cooperation does not restrict or impair the educational program of the schools or conflict with Section 19.6 of the Rules of the Board of Regents;

b) The schools may use films or other educational materials bearing only simple mention of the producing firm;

c) The Superintendent of Schools may, at his/her discretion, announce or authorize to be announced, any lecture or other community activity of particular educational merit;

d) The schools may, upon approval of the Superintendent of Schools, cooperate with any agency in promoting activities in the general public interest that are non-partisan and non-controversial, and that promote the education and other best interests of the students.

No materials of a commercial nature shall be distributed through the children in attendance in the Southern Cayuga Central School District except as authorized by law or the Commissioner's Regulations.

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

Reviewed by SCCS Board of Education January 28, 2019; no revision
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SOLICITING FUNDS FROM SCHOOL PERSONNEL

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

Distribution of information about worthwhile area charities may be made through the Office of the Superintendent of Schools as a service to School District personnel.

Reviewed by SCCS Board of Education January 28, 2019; no revision
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF SCHOOL FACILITIES, MATERIALS AND EQUIPMENT

School Facilities

It is the policy of the Board to encourage the greatest possible use of school facilities for community-wide activities. This is meant to include those uses permitted by New York State law. Community groups wishing to use the school facilities must secure written permission from the Board of Education or its designee and abide by the rules and regulations established for such use including restrictions on alcohol, tobacco and drug use. Community groups must provide proof of insurance that meets district insurance company requirements. Private and/or personal use of school facilities is strictly prohibited.

The District reserves the right to charge a fee for the use of its facilities in a manner consistent with law and on terms specified in regulation or by agreement with such organizations.

Materials and Equipment

Except when used in connection with or rented under provisions of Education Law Section 414, school-owned materials or equipment may be used for school related purposes only. Private and/or personal use of school-owned materials and equipment is strictly prohibited. The loan of equipment and materials for public purposes that serve the welfare of the community is allowed, as long as the equipment is not needed at that time for school purposes and that the proposed use will not disrupt normal school operations.

The Board will permit school materials and equipment to be loaned to staff members when such use is directly or peripherally related to their employment and to students when the material and equipment is to be used in connection with their studies or extracurricular activities. Community members will be allowed to use school-owned materials and equipment only for educational purposes that relate to school operations. The Board will also allow the loan of equipment to local governments and other entities that benefit the welfare of the surrounding community. The Board supports such inter-municipal cooperation as it saves taxpayer monies and is a more efficient use of scarce or costly equipment and resources.

The District will develop administrative regulations to assure that use of school-owned materials and/or equipment complies with the letter and spirit of this policy, including a description of the respective rights and responsibilities of the School District/lender and borrower in relation to such materials and equipment.

NOTE: Refer also to Policies #3281 – Use of Facilities by the Boy Scouts of America and Patriotic Youth Groups
#3410 -- Code of Conduct on School Property
#5640 -- Smoking/Tobacco Use
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
#7410 – Extracurricular Activities
District Code of Conduct

Reviewed and revised byy SCCS Board of Education January 13, 2020

Reviewed by SCCS Board of Education January 28, 2019; no revision
SCCS BOE reviewed, revised & approved May 12, 2014; formerly #3280 & 3281

SUBJECT: USE OF FACILITIES BY THE BOY SCOUTS OF AMERICA AND PATRIOTIC YOUTH GROUPS

To the extent the District receives funds made available through the United States Department of Education and maintains a "designated open forum" or a "limited public forum," as those terms are defined in federal regulation, it will not deny any group officially affiliated with the Boy Scouts of America or any other patriotic youth group listed in Title 36 of the United States Code equal access or a fair opportunity to meet. Likewise, the District will not discriminate against any such group that requests to conduct a meeting within the District's designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the group's membership or leadership criteria or oath of allegiance to God and country.

The District will provide groups officially affiliated with the Boy Scouts of America or other Title 36 patriotic youth group access to facilities and the ability to communicate using school-related means of communication on terms that are no less favorable than the most favorable terms provided to other outside youth or community groups.

The District is not required to sponsor any group officially affiliated with Boy Scouts or any other Title 36 patriotic youth group.

20 USC Section 7905
36 USC Subtitle II
34 CFR Parts 75, 76 and 108

Refer also to Policy #3280 -- Use of School Facilities, Materials and Equipment

Reviewed by SCCS Board of Education January 28, 2019; no revision
SCCS BOE reviewed, revised & approved May 12, 2014

SUBJECT: OPERATION OF MOTOR-DRIVEN VEHICLES ON DISTRICT PROPERTY

The use of motor-driven vehicles, including cars, snowmobiles, mini-bikes, motorcycles, all-terrain vehicles (ATV's) and other such vehicles is prohibited in designated areas except for authorized school functions or purposes.

All student vehicles are to be registered with the high school principal and parked in authorized areas only. Proof of a valid driver's license, registration and insurance must be provided.

Vehicle and Traffic Law Section 1670

Reviewed & revised by SCCS Board of Education January 28, 2019
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PUBLIC ACCESS TO RECORDS

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

A Records Access Officer shall be designated by the Superintendent, subject to the approval of the Board of Education, who shall have the duty of coordinating the School District's response to public request for access to records.

The District shall provide copies of records in the format and on the medium requested by the person filing the Freedom of Information Law (FOIL) request if the District can reasonably do so regardless of burden, volume or cost of the request.

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

Board of Education Meetings and Records

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

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

Reviewed by SCCS Board of Education January 28, 2019; no revision
SCCS BOE reviewed and revised June 11, 2012
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CONFIDENTIALITY OF COMPUTERIZED INFORMATION

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

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

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

Public Officers Law Section 84 et seq.

Reviewed by SCCS Board of Education January 28, 2019; no revision
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ACCEPTABLE USE OF COMPUTERIZED INFORMATION AND EQUIPMENT

General Guidelines

The goal of infusing technology into daily operations of offices and classrooms is to promote the use of high quality technological resources in an equitable, efficient, and cost-effective manner. Such technology includes, but is not limited to, electronic mail, local computer networks and Internet and/or other online communication services.

Southern Cayuga Central School recognizes that use of electronic technology and networks must be consistent with the purpose, goals and mission of the district. It is imperative that staff, students and guests conduct themselves in a responsible, decent, ethical and polite manner while using such equipment and networks. The following general guidelines are provided to determine appropriate conduct and use:

a) Any use of Southern Cayuga Central School equipment or information networks for inappropriate, illegal, obscene or harassment purposes is prohibited. Illegal activities shall be defined as a violation of local, state and/or federal laws as well as the district's rules and regulations. Inappropriate use shall be defined as a violation of the intended purpose of the network. Obscene activities shall be defined as a violation of the generally accepted social standards for use of a publicly owned and operated communication vehicle.

b) Any use of the district's equipment for commercial purposes, or for individual profit or gain, or unauthorized access to databanks is prohibited.

c) Any use of equipment for private business advertisement, spamming or political lobbying is prohibited.

d) Any use of the district's equipment that will disrupt use by others or invade the privacy of individuals is prohibited. This includes using another's password or trespassing in another's folders, work or files.

e) The district's on-line network accounts shall be used only by the authorized staff listed and approved by the Superintendent or designee. Account users are ultimately responsible for all activity associated with their accounts, including any costs incurred which are not sanctioned by the district.

f) Prudent use of the district's finite resources and shared technological resources is expected. Users may not intentionally write, produce, generate, copy, propagate or attempt to introduce any computer code (i.e., "virus") designed to self-replicate, damage or otherwise hinder the performance of any computer's memory, file system or software.

(continued)

SUBJECT: ACCEPTABLE USE OF COMPUTERIZED INFORMATION AND EQUIPMENT *(continued)*

g) Only approved hardware is to be connected to any network. Also, software must be approved by the district and loaded on the network by the Network Administrator. Users may not tamper with networks, terminals, printers, wiring, etc.

h) Student use will be permitted provided that there are administrative authorizations and permissions by parents/guardians and/or persons in parental relation and the staff to maintain proper supervision.

i) All users must recognize and observe applicable copyright laws and regulations.

1. Unauthorized duplication or other forms of infringement of copyright materials is prohibited.

2. Installation or duplication of software without appropriate licensing and/or without approval by the Network Administrator is prohibited.

j) Staff who leave the employ of the district and students who leave or graduate may not maintain a network account or have access to the district equipment, except through after-school hours as part of a community access program.

k) Students will be expected to use the equipment and networks only as part of their educational experience. Priority will be given to those with specific class assignments and activities needing completion for their course work. Availability of the equipment will be decided by the teacher monitoring the facility. Educational email will be permitted at the discretion of the teacher issuing the pass.

l) Network storage areas may be treated like school lockers. Network administrators may review files and communication to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private. Furthermore, school staff has the right, at all times, to view material students are accessing or have transmitted. The District reserves the right to intercept, monitor, access and/or disclose any information that is maintained on, stored in or transmitted over its systems.

m) Principals will review alleged infractions and determine appropriate action. The Superintendent shall be informed of serious infractions and will be provided with a report of any actions taken.

n) The Superintendent shall remain the final authority on the issuance of user accounts and on the use of the equipment and networks.

(continued)

SUBJECT: ACCEPTABLE USE OF COMPUTERIZED INFORMATION AND EQUIPMENT *(continued)*

o) Penalties for violation of this policy may range from school discipline (warning, detention, suspension, restriction, revocation of privileges), through referral to law enforcement agencies and criminal prosecution.

p) The District has Internet Filtering devices in place in accordance with the Children's Internet Protection Act. No attempt to circumvent, alter or knowingly interrupt this service will be allowed.

Reviewed by SCCS Board of Education January 28, 2019; no revision
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such Code of Conduct.

For purposes of this policy, and the implemented Code of Conduct, 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 the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extra-curricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other school personnel.

The Code of Conduct shall include, at a minimum, the following:

a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/guardians and/or persons in parental relation to the student;

b) Provisions prohibiting discrimination, bullying and/or harassment against any student, by employees or students on school property at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, that creates a hostile environment by conduct, with or without physical contact, threats, intimidation or abuse (verbal or non-verbal), of such a severe nature that:

   i. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
   ii. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

When the term “bullying” is used, even if not explicitly stated, such term includes cyberbullying, meaning such harassment or bullying that occurs through any form of electronic communication.

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

c) Standards and procedures to assure security and safety of students and school personnel;

d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;

e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less.

f) Disciplinary measures to be taken for incidents on school property or at school functions involving the use of tobacco, the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;

g) Provisions for responding to acts of discrimination bullying and/or harassment against students by employees or students on school property, at a school function or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, pursuant to clause (b) of this subparagraph;

h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;

i) Procedures by which violations are reported and determined and the disciplinary measures imposed and carried out;

j) Provisions ensuring the Code of Conduct and its enforcement are in compliance with state and federal laws relating to students with disabilities;

k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;

m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;

n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;

o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the Code of Conduct on four (4) or more occasions during a semester, or three or more occasions during a trimester, as applicable.

p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law.

q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain language, publicized and explained in an age-appropriate manner to all students on an annual basis; and

r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

The District's Code of Conduct shall be adopted by the Board of Education only after at least one (1) public hearing that provided for the participation of school personnel, parents/guardians and/or persons in parental relation, students, and any other interested parties.

The Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5)(a) to facilitate review of its Code of Conduct and the District's response to Code of Conduct violations. The School Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/guardians and/or persons in parental relation, students, and any other interested parties.

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The District shall file a copy of its Code of Conduct and any amendments with the Commissioner of Education in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The Board of Education shall ensure community awareness of its Code of Conduct by:

a) Posting the complete Code of Conduct on the internet website, if any, including any annual updates and other amendments to the Code;

b) Providing copies of a summary of the Code of Conduct to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;

c) Providing a plain language summary of the Code of Conduct to all parents/guardians and/or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;

d) Providing each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New teachers shall be provided a complete copy of the current Code upon their employment; and

e) Making complete copies available for review by students, parents/guardians and/or persons in parental relation to students, other school staff and other community members.

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Sections 2801 and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law Section 142
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(l)(2)

SCCS BOE reviewed April 8, 2019; no revision
SCCS BOE reviewed, revised & approved March 10, 2014
SCCS BOE reviewed, revised & approved May 21, 2012
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS

It shall be unlawful for any person to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge on school grounds, ~~or~~ in any District building, on a school bus or District vehicle, or at any school sponsored activity or setting under the control and supervision of the District without the express written authorization of the Superintendent or his/her designee.

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

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

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

The Board of Education must authorize the School Security Guard(s) to carry a weapon on school grounds. Off-duty law enforcement must notify the building administrator or designee when they enter the campus if they are carrying a weapon.

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

NOTE: Refer also to Policies #7360 -- Weapons in School
#7361 -- Gun-Free Schools

Reviewed & revised by SCCS Board of Education January 28, 2019
Revised & re-adopted by SCCS Board of Education April 23, 2014
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: THREATS OF VIOLENCE IN SCHOOL

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

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

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

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the building principal/designee, who shall report such occurrences to the Superintendent. Additionally, the building principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the building principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or person in parental relation and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the *Code of Conduct* as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents/guardians and/or persons in parental relation and will be available to the general public upon request.

Regulations will be developed to address safety concerns in the schools, and appropriate sanctions for violations of this policy by students will be addressed in the *Code of Conduct*.

Reviewed by SCCS Board of Education January 28, 2019; no revision
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: NON-DISCRIMINATION and ANTI-HARASSMENT IN THE SCHOOL DISTRICT

The Board of Education is committed to providing an environment free from discrimination and harassment. Accordingly, the Board prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or other legally protected category. Such actions and occurrences are prohibited regardless of whether they take place on School District premises or at school-sponsored events, programs, or activities held at other locations.

Prohibited Conduct

Determinations as to whether conduct or occurrences constitute discrimination or harassment for the purposes of this Policy and its implementing Administrative Regulations will be made consistent with applicable law. Such determinations may depend upon a number of factors, including but not limited to: the particular conduct or occurrence at issue, the ages of the parties involved, the context in which the conduct or occurrence takes place, the relationship of the parties to one another, the category or characteristic that is alleged to have been the basis for the action or occurrence, and other considerations as are necessary and consistent with law. The characterizations and examples below are intended to serve as a general guide for individuals in determining whether to file a complaint of discrimination or harassment, and should not be construed to add or limit the rights individuals and entities possess as a matter of law.

Discrimination is, generally, the practice of conferring or denying privileges on the basis of membership in a legally protected class. Discriminatory actions may include, but are not limited to: refusing to promote or hire an individual on the basis of his/her membership in a protected class, denying an individual access to facilities or educational benefits on the basis of his/her membership in a protected class, or impermissibly instituting policies or practices that disproportionately and adversely impact members of a protected class.

Harassment generally consists of subjecting an individual, on the basis of his/her membership in a protected class, to conduct and/or communications that are sufficiently severe, pervasive, or persistent as to have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities.

Harassment can include unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles an individual because of his/her membership in a protected class. Such conduct includes, but is not limited to: derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, or the display or circulation of written materials or pictures.

(*continued*)

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT *(continued)*

Civil Rights Compliance Officer

The District will designate one or more individuals to serve as Civil Rights Compliance Officer. The Civil Rights Compliance Officer will be responsible for coordinating the District's efforts to comply with and carry out its responsibilities regarding non-discrimination and anti-harassment, including investigations of complaints alleging discrimination, harassment, or the failure of the District to comply with its obligations under relevant non-discrimination and anti-harassment laws and regulations (e.g., the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973).

Prior to the beginning of each school year, the District shall issue an appropriate public announcement or publication which advises students, parents/guardians, employees and other relevant individuals of the District's established grievance procedures for resolving complaints of discrimination and harassment. Included in such announcement or publication will be the name, address, telephone number, and email address of the Civil Rights Compliance Officer(s).

The Civil Rights Compliance Officer(s) for the District is/are:

_____

_____

Investigation of Complaints and Grievances

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination and/or harassment based on any of the characteristics described above, and will promptly take appropriate action to protect individuals from further discrimination or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

It is essential that any individual who is aware of a possible occurrence of discrimination or harassment immediately report such occurrence. All reports will be directed or forwarded to the District's designated Civil Rights Compliance Officer(s). Such complaints are recommended to be in writing, although verbal complaints of discrimination or harassment will also be promptly investigated in accordance with applicable law and District policy and procedure. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Privacy Rights

As part of any investigation, the district has the right to search all school property and equipment, including district computers. Rooms, desks, cabinets, lockers, computers, etc, are provided by the district for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (*continued*)

To the extent possible, all complaints will be treated as confidential. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials.

If an investigation reveals that discrimination or harassment has occurred, the District will take immediate corrective action as warranted. Such action will be taken in accordance with applicable laws and regulations, as well as any and all relevant codes of conduct, District policies and administrative regulations, collective bargaining agreements, and/or third-party contracts.

Knowingly Makes False Accusations

Any employee or student who *knowingly* makes false accusations against another individual as to allegations of discrimination or harassment will face appropriate disciplinary action.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination and/or harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination and/or harassment has not resumed and that those involved in the investigation have not suffered retaliation.

Finding that Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Compliance Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to district policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (*continued*)

Additional Provisions

Regulations will be developed for reporting, investigating, and remedying allegations of discrimination and/or harassment.

In order to promote familiarity with issues pertaining to discrimination and harassment in the schools, and to help reduce incidents of prohibited conduct, the District will provide appropriate information and/or training to staff and students. As may be necessary, special training will be provided for individuals involved in the investigation of discrimination and/or harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and will be posted and/or published in appropriate locations and/or school publications.

This policy should not be read to abrogate other District policies and/or regulations or the *District Code of Conduct* prohibiting other forms of unlawful discrimination, harassment, and/or inappropriate behavior within this District. It is the intention of the District that all such policies and/or regulations be read consistently to provide protection from unlawful discrimination and harassment. However, different treatment of any individual which has a legitimate, legal, and nondiscriminatory reason shall not be considered a violation of District policy.

Age Discrimination in Employment Act, 29 USC Section 621
Americans with Disabilities Act, 42 USC Section 12101 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
Education Law Section 2801(1)
Executive Law Section 290 et seq.

NOTE: Refer also to Policies #6120 -- Equal Employment Opportunity
#6121 -- Sexual Harassment of District Personnel
#6122 -- Employee Grievances
#7550 -- Dignity For All Students Act
#7551 -- Sexual Harassment of Students
District Code of Conduct

SCCS BOE reviewed and adopted January 11, 2016
Reviewed by SCCS Board of Education February 13, 2012; no revision
SCCS BOE Reviewed and Adopted October 11, 2011
Adopted: 6/7/04

SUBJECT: STATEWIDE UNIFORM VIOLENT INCIDENT REPORTING SYSTEM (UVIRS)

In compliance with the Uniform Violent Incident Reporting System, the District will record each violent or disruptive incident that occurs on school property or at a school function. On or before September 30 of each year (commencing 2002), the District will submit an annual report of violent or disruptive incidents to the Commissioner in the manner prescribed.

The District will establish local procedures for the reporting of violent or disruptive incidents by each building and/or program under its jurisdiction. Copies of such incident reports will be retained for the time prescribed by the Commissioner in the applicable records retention schedule. These reports will be available for inspection by the State Education Department upon request.

All personally identifiable information included in a violent or disruptive incident report will be confidential and will not be disclosed to any person for any purpose other than that specified in Section 2802 of the Education Law, except as otherwise authorized by law.

Beginning with the 2002-2003 school year, the District will include a summary of the District's annual violent or disruptive incident report in its School District Report Card in the format prescribed by the Commissioner.

Education Law Section 2802
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2 (gg)

Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio and TV stations and/or School Messenger designated by the Board of Education.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

Reviewed & revised by SCCS Board of Education November 12, 2019
Reviewed by SCCS Board of Education February 13, 2012; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

Southern Cayuga Central School District

ADMINISTRATION

Section 4000

NUMBER

ADMINISTRATION

1.1 Administrative Personnel....4110
1.1.1 Residence of Administrators....4111

ADMINISTRATIVE OPERATIONS

2.1 Administrative Organization and Operation....4210
2.1.1 Line Responsibility....4211
2.1.2 Organizational Chart....4212
2.2 Abolishing an Administrative Position....4220
2.3 Administrative Authority During Absence of the Superintendent of Schools....4230
2.4 Administrative Latitude in the Absence of Board Policy....4240
2.5 Use of Committees....4250
2.6 Evaluation of the Superintendent and Other Administrative Staff....4260

CENTRAL OFFICE AND BUILDING ADMINISTRATION

3.1 Superintendent of Schools....4310
3.2 Superintendent-Board of Education Relations....4320
3.3 Administrative Staff....4330

COMPENSATION AND RELATED BENEFITS

4.1 Professional Development Opportunities....4410
4.2 Compensation and Related Benefits....4420

SUBJECT: ADMINISTRATIVE PERSONNEL

The Board shall employ a Superintendent of Schools as its chief executive officer in compliance with Education law and the New York Code of Rules and Regulations. Administrative and supervisory personnel shall be considered to be those District employees officially designated by Board of Education action as responsible for the administrative and supervisory tasks required to carry out Board of Education policy, programs, decisions, and actions.

These employees shall meet all certification and/or Civil Service requirements as outlined in New York State Civil Service Law, and the Rules and Regulations promulgated by the Commissioner of Education of New York State. The administrative and supervisory staff must be eligible to meet these requirements at the time of employment.

8 New York Code of Rules and Regulations
(NYCRR) Subparts 80-1, 80-2, 80-3 and 100.2(m)
Education Law Section 1709, 1711

SCCS BOE reviewed & re-adopted November 12, 2019
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: RESIDENCE OF ADMINISTRATORS

Administrators, other than the Superintendent, employed by the Southern Cayuga Central School District, need not reside within its legal boundaries but are encouraged to do so by the Board of Education.

While residency is preferred for the Superintendent, it is negotiable through the employment contract.

SCCS BOE reviewed & re-adopted November 12, 2019
SCCS BOE reviewed & revised, March 26, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADMINISTRATIVE ORGANIZATION AND OPERATION

The basic principles of Administrative Organization and Operation are:

a) The working relationships shall involve two (2) types of officers: line and staff. Line organization involves a direct flow of authority upward and downward from chief school officer to building principal. A line officer has power and authority over subordinates. Staff officers do not stand in the direct line of authority; they serve as coordinators or consultants.

b) The Board of Education shall formulate and legislate educational policy.

c) Administrative regulations shall be developed by the Superintendent as chief school officer in cooperation with affected or interested staff members or lay persons.

d) The central office staff shall provide overall leadership and assistance in planning and research.

e) A reasonable limit shall be placed upon the number of persons with whom an administrator shall be expected to work effectively.

f) Areas of responsibility for each individual shall be clearly defined.

g) There shall be full opportunity for complete freedom of communication between all levels in the school staff.

SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

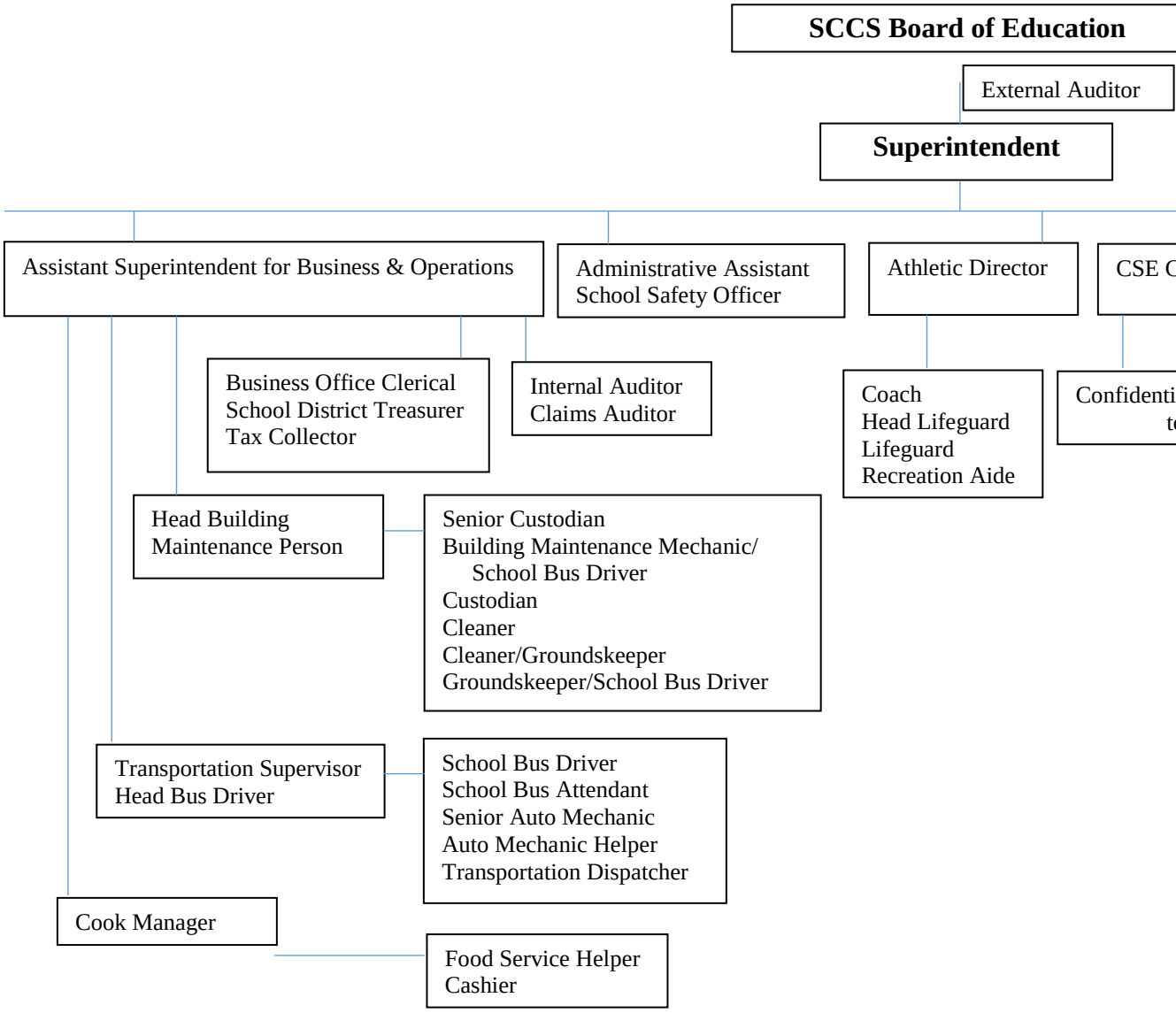
SUBJECT: CHAIN OF COMMAND

All employees of the District shall be under the general direction of the Superintendent, subject to legally required reporting obligations to the Board of Education as set forth in the Organizational Chart, Policy #4212. Teachers shall be immediately responsible to the principal of the building in which they work. Other employees shall be immediately responsible to the administrative personnel under whom they work directly.

The lines of responsibility/reporting shall be as depicted on the organizational chart, Policy #4212.

Reviewed & revised by SCCS BOE January 13, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Revised; Adopted by SCCS BOE December 3, 2007
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

2019 SCCS Policy #4212
Organization Chart
Administration



SUBJECT: ABOLISHING AN ADMINISTRATIVE POSITION

Existing administrative positions shall not be abolished by the Board of Education without previous written notification of the impending abolition. Such written notification is to be served to the individual currently holding that position. In all cases the individual currently holding the position should receive as much advance notice as possible.

Education Law Section 3012

SCCS BOE reviewed & re-adopted November 12, 2019
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADMINISTRATIVE AUTHORITY DURING ABSENCE OF THE SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall delegate to another administrator the authority and responsibility for making decisions and taking such actions as may be required during the absence of the Superintendent.

SCCS BOE reviewed & re-adopted November 12, 2019
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADMINISTRATIVE LATITUDE IN THE ABSENCE OF BOARD POLICY

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

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF COMMITTEES

Standing and/or ad hoc committees may be appointed to study and to recommend courses of action in response to department, building or District needs. These committees may be appointed by the Board of Education, the Superintendent or other administrators, with the knowledge of the Superintendent, and in accordance with the range of responsibilities of the appointing body or administrator to whom the committee shall report. The composition of each committee shall reflect its purpose and each committee shall have a clear charge specifying the nature of the assignment, duration of the committee and expected action or recommendations by the committee.

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EVALUATION OF THE SUPERINTENDENT AND OTHER ADMINISTRATIVE STAFF

Superintendent

The Board of Education shall conduct annually a formal performance evaluation of the Superintendent. The formal procedures used to complete the evaluation are to be filed in the District Office.

The formal performance procedures shall include written criteria, a description of the review procedures, provisions for post-conferencing, and methods used to record results of the evaluation. The Superintendent shall be granted the opportunity to respond to the evaluation in writing.

Evaluation of Administrative Staff

The Board shall direct the Superintendent to conduct an evaluation of all administrative personnel.

The purposes of this evaluation are:

a) To determine the adequacy of administrative staffing;

b) To set goals that will improve administrative effectiveness;

c) To encourage and promote self-evaluation by administrative personnel;

d) To provide a basis for evaluative judgments and goal attainment by the Administrator for the Superintendent and the Board;

e) To make decisions about continued employment with the District.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(o)(2)

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SUPERINTENDENT OF SCHOOLS

a) As chief executive officer of the Board of Education, he/she shall attend all regular, special, and work meetings of the Board except that the Superintendent may be excluded when his/her employment contract or performance is discussed in executive session.

b) He/she shall administer all policies and enforce all rules and regulations of the Board.

c) He/she shall constantly review the local school situation and recommend to the Board areas in which new policies seem to be needed.

d) He/she shall be responsible for organizing, administering, evaluating, and supervising the programs and personnel of all school departments, instructional and non-instructional.

e) He/she shall recommend to the Board the appointment of all instructional and support personnel.

f) He/she shall be responsible for the preparation and recommendation to the Board of the annual School District budget in accordance with the format and development plan specified by the Board.

g) He/she shall acquaint the public with the activities and needs of the schools through his/her written and spoken statements, and shall be responsible for all news releases emanating from the local schools.

h) He/she shall be responsible for the construction of all salary scales and for the administration of the salary plan approved by the Board. Some of these salary scales will be developed within staff contracts negotiated under the provisions of the Taylor Law.

i) He/she shall determine the need and make plans for plant expansion and renovation.

j) He/she shall be responsible for recommending for hire, evaluating, promoting, and dismissing all professional and non-professional staff personnel.

k) He/she shall prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other District-wide staff materials.

l) He/she shall plan and coordinate the recruitment of teachers and other staff to assure the District of the best available personnel.

m) He/she shall plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to be of a high degree of competence will be recommended for tenure.

(continued)

SUBJECT: SUPERINTENDENT OF SCHOOLS (*continued*)

n) He/she shall continually strive to distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the District's administrative personnel.

o) He/she shall, when necessary and/or desirable, transfer such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, District policies and negotiated contracts.

p) He/she shall submit the data from the School Report Card and/or other such reports of student/District performance as prescribed by and in accordance with requirements of the Commissioner of Education.

Education Law Sections 1711 and 3003
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(m)

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SUPERINTENDENT/BOARD OF EDUCATION RELATIONS

The Board of Education is accountable for all pursuits, achievements and duties of the School District. The Board's specific role is to deliberate and to establish policies for the organization. The Board delegates the necessary authority to the Superintendent who, acting as chief executive officer, is held accountable to the Board for compliance with its policies.

a) With respect to School District goals and objectives, the Board will establish broad guidelines to be observed in the development of further policy and action. The Board reserves the right to issue either restrictive or general policy statements.

b) The Superintendent will be empowered to assign and use resources; employ, promote, discipline and deploy staff; to translate policies of the Board into action; to speak as agent of the Board; to organize and delegate administrative responsibilities; and to exercise such other powers as are customary for chief executives.

c) The Superintendent may not perform, cause, or allow to be performed any act that is unlawful, in violation of commonly accepted business and professional ethics; in violation of any contract into which the Board has entered; or, in violation of policies adopted by the Board that limit the Superintendent's authority.

d) Should the Superintendent or his/her designee consider it unwise or impractical to comply with an explicit Board policy, the Superintendent will inform the Board of that determination. The Board will decide whether such judgment was warranted.

e) When law or other authority calls for Board approval of decisions that the Board has delegated to the Superintendent, Board approval will be routinely given if those decisions have been made within the limits of Board policies.

Education Law Section 1711

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADMINISTRATIVE STAFF

Business Administrator/Assistant Superintendent for Business & Operations

The Business Administrator/Assistant Superintendent for Business & Operations shall be responsible for all phases of the District's business activity, as set forth in Section 5000 of the Policy Manual, and shall report directly to the Superintendent of Schools.

Building Principals

The building principals are the educational leaders and managers of their schools. They have the responsibility for executing Board of Education policies in the schools. They are directly responsible to the Superintendent of Schools.

8 New York Code of Rules and Regulations
(NYCRR) Section 80.4

SCCS BOE reviewed & revised February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Revised; SCCS BOE adopted January 26, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Board of Education shall encourage administrators to keep themselves informed of current educational theory and practice by study, by visiting other school systems, by attendance at educational conferences, and by such other means as are appropriate.

The approval of the Superintendent shall be required for any conference attendance or visitations requested by administrators.

Participation shall be limited by available resources and reimbursement guidelines.

General Municipal Law Section 77-b

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: COMPENSATION AND RELATED BENEFITS

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

SCCS BOE reviewed & re-adopted February 10, 2020
SCCS BOE reviewed & re-adopted March 12, 2012
SCCS BOE Revised; February 8, 2010
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

Southern Cayuga Central School District

NON-INSTRUCTIONAL/BUSINESS OPERATIONS

Section 5000

NUMBER

BUSINESS OPERATIONS
1.0 Responsibility for Business Operations 5100

BUDGET
1.1 Budget Planning and Development 5110
1.2 School District Budget Hearing 5120
1.3 Budget Adoption 5130
1.4 Administration of the Budget 5140
1.5 Contingency Budget 5150

INCOME
2.1 Revenues 5210
2.2 District Investments 5220
2.3 Acceptance of Gifts, Grants and Bequests to the School District 5230
2.4 School Tax Assessment and Collection 5240
2.4.1 Property Tax Exemption for Senior Citizens 5241
2.5 Sale and Disposal of School District Property 5250

EXPENDITURES
3.1 Bonding of Employees and School Board Members 5310
3.2 Expenditures of School District Funds 5320
3.3 Budget Transfers 5330
3.4 Borrowing of Funds 5340

PURCHASING
4.1 Purchasing 5410
4.1.1 Cooperative Purchasing 5411
4.4.0 District Cell Phones 5440

FISCAL ACCOUNTING AND REPORTING

5.1 Accounting of Funds 5510
Reserve Funds 5511
5.2 Extra classroom Activities Funds 5520
5.3 Petty Cash Funds and Cash in School Buildings 5530
5.4 Publication of District's Annual Financial Statement 5540
5.5 Maintenance of Fiscal Effort (Title I Programs) 5550
Allocation of Title I, Part A Funds in the District 5551
5.6 Use of Federal Funds For Political Expenditures 5560
5.7 Financial Accountability 5570

NON-INSTRUCTIONAL/BUSINESS OPERATIONS

Section 5000

NUMBER

NON-INSTRUCTIONAL OPERATIONS

5.7.1 Allegations of Fraud 5571
5.8 Audit Committees 5580
5.9 Internal Audit Function.....5590
6.1 Insurance 5610
6.2 Inventories 5620
6.2.1 Accounting of Fixed Assets 5621
6.3 Facilities: Inspection, Operation and Maintenance.....5630
6.3.1 Hazardous Waste and Handling of Toxic Substances by Employees 5631
6.3.2 Gender Neutral Single -Occupancy Bathrooms……..5633
6.4 Smoking/Tobacco Use 5640
6.5 Energy/Water Conservation and Recycling of Solid Waste 5650
6.6 School Food Service Program (Lunch and Breakfast) 5660
SCCS Wellness Policy.....5661
6.7 Records Management 5670
6.8 Safety and Security 5680
6.8.1 School Safety Plans 5681
6.8.2 Crisis Response (Post Incident Response).....5682
6.8.3 Fire Drills, Bomb Threats and Bus Emergency Drills.....5683
6.8.4 Anthrax and Other Biological Terrorism: Prevention Protocols/ Protocols for Mail Handling 5684
6.8.5 Cardiac Automated External Defibrillators (AEDs).....5685
6.8.6 Use of Surveillance Cameras in the School District & on School Buses 5686
6.9 Exposure Control Program 5690
6.9.1 Communicable Diseases 5691
6.9.2 Human Immunodeficiency Virus (HIV) Related Illnesses.....5692

TRANSPORTATION

7.1 Transportation Program 5710
7.1.1 Use of Personal Vehicle for School Business.....5711
7.2 Bus Scheduling and Routing 5720
7.3 Transportation of Students.....5730
7.3.1 Personnel Authorized to Transport Students 5731
7.4 Allowable Use of Buses.....5740
7.5 School Bus Safety Program 5750
7.6 Qualifications of Bus Drivers 5760
7.6.1 Drug and Alcohol Testing for School Bus Drivers and Other Safety-Sensitive Employees 5761
7.7 Bus Accidents or Breakdowns.....5770

SUBJECT: RESPONSIBILITY FOR BUSINESS OPERATIONS

Board of Education

The Board of Education has the responsibility for the preparation and presentation of the budget to the residents and of providing, by the exercise of its taxing power, the funds necessary to finance the operation of the schools. The annual budget shall be prepared in accordance with the laws of the State of New York.

Superintendent of Schools

The Superintendent shall direct the development of the annual budget preparatory to its adoption by the Board of Education and shall be responsible to the Board for maintaining disbursements within the limits prescribed by the budget as approved. He/she shall oversee the administration of the budget as enacted by the Board, acting at all times in accordance with legal requirements, and the adopted policies, schedules, procedures, accounting techniques and other business, financial and administrative controls established by the Board.

Business Administrator

The Business Administrator shall direct the business operations of the school district, working within State Education Department regulations and school board policies and under the supervision of the Superintendent of Schools.

SCCS BOE reviewed December 14,2020; no revision
SCCS BOE reviewed March 26, 2012; no revision
SCCS BOE reviewed December 13, 2010; no revision
SCCS BOE reviewed November 23, 2009; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Revised; Adopted by the SCCS BOE December 3, 2007
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUDGET PLANNING AND DEVELOPMENT

Budget planning and development for the District will be an integral part of program planning so that the annual operating budget may effectively express and implement programs and activities of the School System. Budget planning will be a year-round process involving participation of District-level administrators, principals, directors, coordinators, teachers, and other personnel. The process of budget planning and development should allow for community input and contain numerous opportunities for public information and feedback.

The Superintendent will have overall responsibility for budget preparation, including the construction of and adherence to a budget calendar. Supervisors will develop and submit budget requests for their particular areas of responsibility after seeking the advice and suggestions of staff members.

Principals will develop and submit budget requests for their particular schools in conjunction with the advice and suggestions of staff members and their own professional judgment. Each school's budget request will be the principal's recommendation as to the most effective way to use available resources in achieving progress toward the approved educational objectives of the school. Program budgets and school budgets will reflect state and/or federal requirements, special sources of funding, and District objectives and priorities.

The Board will give consideration to budget requests, and will review allocations for appropriateness and for their consistency with the School System's educational priorities.

All budget documents for distribution to the public shall be in plain language and organized in a manner which best promotes public comprehension of the contents. Documents shall be complete and accurate and contain sufficient detail to adequately inform the public regarding such data as estimated revenues, proposed expenditures, transfers to other funds, fund balance information, and changes in such information from the prior's submitted budget.

In accordance with Commissioner’s Regulations, the budget will be presented in three (3) components which are to be voted upon as one (1) proposition. The law prescribes the types of items to be included in each component and further prescribes that all relevant costs be included in the component.

a) A program component which shall include, but need not be limited to, all program expenditures of the School District, including the salaries and benefits of teachers and any school administrators or supervisors who spend a majority of their time performing teaching duties, and all transportation operating expenses;

SUBJECT: BUDGET PLANNING AND DEVELOPMENT *(continued)*

b) A capital component which shall include, but need not be limited to, all transportation capital, debt service, and lease expenditures; costs resulting from judgments and tax certiorari proceedings or the payment of awards from court judgments, administrative orders or settled or compromised claims; and all facilities costs of the School District, including facilities leases expenditures, the annual debt service and total debt for all facilities financed by bonds and notes of the School District, and the costs of construction, acquisition, reconstruction, rehabilitation or improvement of school buildings, provided that such budget shall include a rental, operations and maintenance section that includes base rent costs, total rent costs, operation and maintenance charges, cost per square foot for each facility leased by the District, and any and all expenditures associated with custodial salaries and benefits, service contracts, supplies, utilities, and maintenance and repairs of school facilities; and

c) An administrative component which shall include, but need not be limited to, office and central administrative expenses, traveling expenses and salaries and benefits of all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties, any and all expenditures associated with the operation of the Office of the School Board, the Office of the Superintendent of Schools, General Administration, the School Business Office, consulting costs not directly related to direct student services and programs, planning and all other administrative activities.

Each component must be separately delineated in accordance with Commissioner's Regulations.

Additionally, the Board of Education shall append to the proposed budget the following documents:

a) A detailed statement of the total compensation to be paid to the Superintendent of Schools, and any Assistant or Associate Superintendent of Schools in the ensuing school year, including a delineation of the salary, annualized cost of benefits and any in-kind or other form of remuneration;

b) A list of all other school administrators and supervisors, if any, whose annual salary for the coming school year will be at or above that designated in law for such reporting purposes, with the title of their positions and annual salary identified;

c) A School District Report Card, prepared pursuant to Commissioner's Regulations, which includes measures of the academic performance of the School District, on a school by school basis, and measures of the fiscal performance of the District (see subheading School District Report Card);

SUBJECT: BUDGET PLANNING AND DEVELOPMENT

d) A Property Tax Report Card prepared in accordance with law and Commissioner's Regulations (see subheading "Property Tax Report Card").

Tax exemption impact report

The Board shall attest that unexpended surplus funds (i.e., operating funds in excess of the current school year budget, not including funds properly retained under other sections of law) have been applied in determining the amount of the school tax levy. Surplus funds shall mean any operating funds in excess of four percent (4%).

The proposed budget for the ensuing school year shall be reviewed by the Board of Education and publicly disseminated, in accordance with law, prior to its submission to District voters for approval.

District funds may be expended to inform the public regarding the annual budget and to present the annual budget to District voters; however, such funds shall not be utilized to promote either a favorable or negative opinion of the proposed budget.

School District Report Card

Each year the District shall supply data as required by the State Education Department (SED) and will receive a School District Report Card, sometimes referred to as a New York State Report Card. The Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher, assessment, accountability, graduation rate, post-graduation plan, career and technical education, and fiscal data for public and charter schools, districts and the State. The Report Cards are generated from the supplied data and are in a format dictated by SED. The School District Report Cards consist of three (3) parts:

a) Accountability and Overview Report - shows District/school profile data, accountability statuses, data on accountability measures such as ELA, Math, and Science scores, and graduation rates.

b) Comprehensive Information Report - shows non-accountability data such as annual Regents examination results and post-graduate plans of students completing high school.

c) Fiscal Accountability Supplement - shows expenditures per pupil and some information about placement and classification of students with disabilities.

School District Report Cards are also available online at the SED website: https://reportcards.nysed.gov/

SUBJECT: BUDGET PLANNING AND DEVELOPMENT

Property Tax Report Card

Each year, the Board of Education shall prepare a Property Tax Report Card, pursuant to Commissioner's Regulations, and shall make it publicly available by transmitting it to local newspapers of general circulation, appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the Annual Meeting, and otherwise disseminating it as required by the Commissioner.

The Property Tax Report Card shall include:

a) The amount of total spending and total estimated school tax levy that would result from adoption of the proposed budget, and the percentage increase or decrease in total spending and total school tax levy from the School District budget for the preceding school year; and

b) The projected enrollment growth for the school year for which the budget is prepared, and the percentage change in enrollment from the previous year; and

c) The percentage increase in the average of the Consumer Price Indexes from January first of the prior school year to January first of the current school year as defined in Education Law; and

d) The District's school tax levy limit calculation. The District will submit its school tax levy limit calculation to the Office of the State Comptroller, NYSED and the Office of Taxation and Finance by March 1 annually. If a voter override of the tax levy limit is necessary, the budget vote must be approved by sixty percent (60%) of the District's qualified voters present and voting.

A copy of the Property Tax Report Card prepared for the Annual District Meeting shall be submitted to the State Education Department in the manner prescribed by the Department by the end of the business day next following approval of the Property Tax Report Card by the Board of Education, but no later than twenty-four (24) days prior to the statewide uniform voting day (i.e., the third Tuesday in May).

The State Education Department shall compile such data for all school districts whose budgets are subject to a vote of the qualified voters, and shall make such compilation available electronically at least ten (10) days prior to the statewide uniform voting day.

SUBJECT: BUDGET PLANNING AND DEVELOPMENT

Links to each school year's Property Tax Report Card can be found at:
http://www.p12.nysed.gov/mgtserv/propertytax/

Education Law Sections 1608(3)-(7), 1716(3)-(7), 2022(2-a), and 2601-a(3) and (7)
General Municipal Law Section 36
8 New York Code of Rules and Regulations (NYCRR) Sections 170.8, 170.9 and 170.11
State Education Department Handbook No. 3 on Budget

SCCS BOE reviewed December 14, 2020
SCCS BOE reviewed, revised & approved May 12~2014
SCCS BOE reviewed & revised April 25, 2012; and January 10, 2011
SCCS BOE reviewed November 23, 2009;and November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL DISTRICT BUDGET HEARING

The Board of Education will hold an annual budget hearing, in accordance with law, so as to inform and present to District residents a detailed written statement regarding the District's estimated expenditures and revenue for the upcoming school year prior to the budget vote which is taken at the Annual District Meeting and Election.

The budget hearing will be held not less than seven (7) nor more than fourteen (14) days prior to the Annual District Meeting and Election or Special District Meeting at which the budget vote will occur. The proposed budget will be completed at least seven (7) days prior to the budget hearing at which it is to be presented.

Copies of the proposed annual operating budget for the succeeding year and all required attachments may be obtained by any District resident. Requests for copies of the proposed budget should be made at least seven (7) days before the budget hearing. Copies shall be prepared and made available at the school district office, public or associate libraries within the District and on the District website, if one exists. Copies will be available to District residents during the fourteen (14) day period immediately preceding the Annual Meeting and Election or Special District Meeting at which the budget vote will occur. Additionally, the Board will include notice of the availability of copies of the budget at least once during the school year in any District-wide mailing.

Notice of the date, time and place of the annual budget hearing will be included in the notice of the Annual Meeting and Election and/or Special District Meeting as required by law.

All School District budgets which are submitted for voter approval shall be presented in three (3) components: a program component, an administrative component, and a capital component; and each component will be separately delineated in accordance with law and/or regulation.

The Board of Education will also prepare and append to copies of the proposed budget a School District Report Card, pursuant to the Regulations of the Commissioner of Education, referencing measures of academic and fiscal performance. Additionally, the Board of Education shall also append to copies of the proposed budget a detailed statement of the total compensation to be paid to various administrators as enumerated in law and/or regulation, a Property Tax Report Card prepared in accordance with law and Commissioner's Regulations and Tax Exemption Impact Report.

All budget documents for distribution to the public will be written in plain language and organized in a manner which best promotes public comprehension of the contents. New York School District Report Cards and Property Tax Report Cards are also available online from the State Education Department.

SCCS BOE reviewed & revised January 11, 2021
SCCS BOE reviewed & revised April 25, 2012
SCCS BOE reviewed & revised January 10, 2011
SCCS BOE reviewed November 23, 2009; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

(continued)

SUBJECT: SCHOOL DISTRICT BUDGET HEARING *(continued)*

Budget Notice

The School District Clerk shall mail a School Budget Notice to all qualified voters of the School District after the date of the Budget Hearing, but no later than six (6) days prior to the Annual Meeting and Election or Special District Meeting at which a school budget vote will occur. The School Budget Notice shall compare the percentage increase or decrease in total spending under the proposed budget over total spending under the School District budget adopted for the current school year, with the percentage increase or decrease in the Consumer Price Index from January first of the prior school year to January first of the current school year.

The Budget Notice shall include a description of how total spending and the tax levy resulting from the proposed budget would compare with a projected contingency budget, assuming that such contingency budget is adopted on the same day as the vote on the proposed budget. Such comparison shall be in total and by component (i.e., program, capital and administrative), and shall include a statement of the assumptions made in estimating the projected contingency budget.

Beginning with the budget notice for the 2020/2021 proposed budget, the District will also include in the notice:
a)The school tax levy limit;
b)The proposed school year tax levy (without permissible exclusions to the school tax levy limit);
c)The total permissible exclusions; and
d)The proposed school year tax levy (including permissible exclusions to the school tax levy limit).

The Notice shall also set forth the date, time and place of the school budget vote in the same manner as in the Notice of the Annual Meeting. The School Budget Notice shall be in a form prescribed by the Commissioner of Education.

Notice of Budget Hearing/Availability of Budget Statement
Education Law Sections 1608(2), 1716(2), 2003(1), 2004(1), and 2601-a(2)

Election and Budget Vote
Education Law Sections 1804(4), 1906(1), 2002(1), 2017(5) and (6), 2022(1), and 2601-a(2)

Budget Development and Attachments
Education Law Sections 1608(3), (4), (5), (6), and (7); and 1716(3), (4), (5), (6), and (7); 2022(2-a); and 2601-a(3)
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(bb), 170.8 and 170.9

SCCS BOE reviewed & revised January 11, 2021
SCCS BOE reviewed & revised April 25, 2012
SCCS BOE reviewed & revised January 10, 2011
SCCS BOE reviewed November 23, 2009; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUDGET ADOPTION

The Board of Education shall review the recommended budget of the Superintendent of Schools and shall seek public input and feedback regarding the recommended budget including, but not limited to, holding a public budget hearing not less than seven (7) nor more than fourteen (14) days prior to the Annual District Meeting and Election at which the budget vote is to occur. The Board may modify the recommended budget of the Superintendent prior to its submission to District voters. Final authorization of the proposed budget is dependent upon voter approval unless a contingency budget is adopted by the Board.

In the event the original proposed budget is not approved at the Annual District Meeting and Election, the Board may resubmit the original proposed budget or a revised budget for voter approval, or individual propositions may be placed before District voters, at a special meeting held at a later date. If the voters fail to approve the second budget submittal, or budget propositions(s), the Board shall adopt a contingency budget with a tax levy that is no greater than the prior year's levy.

The School District budget for any school year, or any part of such budget, or any proposition(s) involving the expenditure of money for that school year, shall not be submitted for a vote of the qualified District voters more than twice.

The School District budget, once adopted, becomes the basis for establishing the tax levy on real property within the District.

Education Law Sections 1608, 1716, 1804(4), 1906(1), 2002(1), 2003(1), 2004(1), 2022, 2023, and 2601-a
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(bb), 170.8 and 170.9

SCCS BOE reviewed & revised January 11, 2021
SCCS BOE reviewed March 26, 2012; no revision
SCCS BOE reviewed December 13, 2010; no revision
SCCS BOE reviewed November 23, 2009; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ADMINISTRATION OF THE BUDGET

The Superintendent of Schools, working in conjunction with the administrative staff, that includes principals and business administrator, is responsible to the Board for the administration of the budget.

a) He/she shall acquaint District employees with the final provisions of the program budget and guide them in planning to operate efficiently and economically within these provisions.

b) Under his/her direction the District shall maintain such records of accounting control as are required by the New York State Uniform System of Accounts for School Districts, the Board of Education, and such other procedures as are deemed necessary and shall keep the various operational units informed through periodic reports as to the status of their individual budgets.

SCCS BOE reviewed January 11, 2021; no revision
SCCS BOE reviewed March 26, 2012; no revision
SCCS BOE reviewed December 13, 2010; no revision
SCCS BOE reviewed November 23, 2009; no revisions made
SCCS BOE reviewed November 24, 2008; no revisions made
Revised; Adopted by SCCS BOE December 3, 2007
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CONTINGENCY BUDGET

The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year.

If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget and levy a tax for teachers' salaries and ordinary contingent expenses as enumerated in law. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board shall adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

The administrative component of the contingency budget shall not comprise a greater percentage of the contingency budget exclusive of the capital component than the lesser of:

a) The percentage the administrative component had comprised in the prior year budget exclusive of the capital component; or

b) The percentage the administrative component had comprised in the last proposed defeated budget exclusive of the capital component.

Regulations will be developed enumerating a sample list of expenditures which have been determined, pursuant to law, to constitute ordinary contingent expenses. However, the Board reserves the right, in accordance with its legal responsibility, to designate other items as ordinary contingent expenses as deemed necessary to maintain the educational program of the District, preserve property, and assure the health and safety of students and staff.

Education Law Sections 2002, 2023, 2024, 2601-a

SCCS BOE reviewed December 14, 2020
SCCS BOE reviewed & approved November 12, 2013
SCCS BOE reviewed March 26, 2012; December 13, 2010; November 23, 2009; November 24, 2008; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: REVENUES

The School District treasurer will have custody of all District funds in accordance with the provisions of state law. The treasurer will be authorized and directed by the Board to invest the balances available in various District funds in accordance with regulations set forth in state law.

Education Law Sections 1604(a) and 1723(a)

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SUBJECT: DISTRICT INVESTMENTS

Purpose and Safeguards

The investment program of the school district is authorized by the Board of Education. It is viewed as a critical ingredient of sound fiscal management, the purpose of which is to secure a maximum yield of interest revenues to supplement other school district revenues for the educational program of the school system. The district's investment program will be administered in such a way as to assure:

a) The continual process of temporary investing of all fund balances and monies available to the District for investment purposes;
b) The maintenance (revised following each cash transaction) of a yearly cash flow chart that will provide data to assist proper planning and decision making regarding amount, duration and type of investments to the school district;
c) The utilization of an open competitive system of bids and/or quotes to obtain maximum yield possible on all investments from both in-district and out-of-district financial institutions;
d) That all vendors using school district funds provide a statement to the district of their collateral in the form of a list of the securities pledged at market value; and
e) That all school district investments will be in compliance with Sections 1723-a and 2131 of the Education Law and other applicable laws.

In accordance with this policy, the District Treasurer or his/her designee is authorized to invest and/or deposit all funds, including proceeds of obligations and reserve funds, in time deposits, certificates of deposit, short-term government securities or other investment instruments permitted by law.

Delegation of Authority

The school district authorizes its Superintendent of Schools and Business Administrator to manage all activities associated with its investment program in such a manner as to accomplish all the objectives and the intents of this policy. These responsibilities will also include annual review and assessment of the district's investment program and filing a report and his/her recommendations annually with the Board of Education. The Superintendent and Business Administrator are further authorized to execute in the name of the Board of Education any and all documents relating to the investment program in a timely manner as well as to utilize reputable consultants regarding investment decisions when necessary. A quarterly progress report of investments will be given to the Board a minimum of four (4) times per year.

Upon said annual review with the Board of Education, it shall be discussed and determined by mutual consent and the Business Administrator as to any and all changes in the way of capitalizing on the District's investments. Changes may also be implemented if the Board of Education and the Business Administrator mutually agree that said change is needed.

General Municipal Law Section 39
Education Law Sections 1604-a and 1723(a)
Local Finance Law Section 165

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Reviewed, Revised and Adopted by SCCS BOE January 7, 2008
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SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT

The Board may accept gifts, grants and/or bequests of money, real or personal property, as well as other merchandise which, in view of the Board, add to the overall welfare of the School District, provided that such acceptance is in accordance with existing laws and regulations. However, the Board is not required to accept any gift, grant or bequest and does so at its discretion, basing its judgment on the best interests of the District. Furthermore, the Board will not accept any gift, grant or bequest which constitutes a conflict of interest and/or gives an appearance of impropriety.

At the same time, the Board will safeguard the District, the staff and students from commercial exploitation, from special interest groups, and the like.

The Board will not accept any gifts or grants which will place encumbrances on future Boards, or result in unreasonable additional or hidden costs to the District.

The Board of Education will not formally consider the acceptance of gifts or grants until and unless it receives the offer in writing from the donor/grantor. Any such gifts or grants donated to the Board and accepted on behalf of the School District must be by official action and resolution passed by Board majority. The Board would prefer the gift or grant to be a general offer rather than a specific one. Consequently, the Board would suggest that the donor/grantor work first with the school administrators in determining the nature of the gift or grant prior to formal consideration for acceptance by the Board. However, the Board, in its discretion, may direct the Superintendent of Schools to apply such gift or grant for the benefit of a specific school or school program.

The Board is prohibited, in accordance with the New York State Constitution, from making gifts/ charitable contributions with School District funds.

Gifts and/or grants of money to the District shall be annually accounted for under the General Fund bank designated by the Board of Education.

All gifts, grants and/or bequests shall become School District property. A letter of appreciation, signed by the President of the Board and the Superintendent, may be sent to a donor/grantor in recognition of his/her contribution to the School District.

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(continued)

SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT *(continued)*

Gift Giving

The Board of Education recognizes that gift giving, especially during the holiday season, may be a common practice for many District employees. While the giving or exchanging of gifts may be acceptable among staff members, the Board strongly encourages District employees and students to show appreciation through written notes or greeting cards.

Additionally, all business contacts will be informed that gifts exceeding seventy-five dollars ($75) to District employees will be returned or donated to charity.

New York State Constitution Article 8, Section 1
Education Law Sections 1709(12) and (12-a)
and 1718(2)
General Municipal Law Section 805-a(1)

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SUBJECT: SCHOOL TAX ASSESSMENT AND COLLECTION

Property assessment for schools is provided by Cayuga and Tompkins counties. A tax collection plan giving dates of warrant and other pertinent data shall be prepared annually by the tax collector and the Business Administrator. A warrant shall be submitted to the Board of Education for approval. Tax collection shall occur by mail or by direct payment to the place designated by the Board of Education. The Business Administrator shall present a tax collection report twice a year to the Board of Education.

Real Property Tax Law Sections 1300-1342
Education Law Section 2130

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SUBJECT: PROPERTY TAX EXEMPTION FOR SENIOR CITIZENS

Over-65 Property Tax Exemption: Persons 65 years of age and over may be eligible to receive a reduction in their property's taxable value. The Board of Education has adopted a tax exemption to agree with the amount offered by Cayuga and Tompkins counties (Real Property Tax Law Section 467) to provide some relief to the senior citizen community. It is based on a sliding scale and the following conditions must exist:

1. Must meet age requirements.
2. Must own home for at least one year.
3. Property must be used for residential purposes and be owner occupied.
4. Income limitations are as published in the District calendar. Income is combined for all owners and includes Social Security as well as all other sources of income.

Real Property Tax Law Section 467

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SUBJECT: SALE AND DISPOSAL OF SCHOOL DISTRICT PROPERTY

Sale of School Property

No school property shall be sold without prior approval of the Board of Education. However, the responsibility for such sales may be delegated. The net proceeds from the sale of school property shall be deposited in the General Fund.

Disposal of District Personal Property

Equipment

School District equipment that is obsolete, surplus, or unusable by the District shall be disposed of in such a manner that is advantageous to the District.

The Superintendent will be responsible for selling the equipment in such a way so as to maximize the net proceeds of sale which may include a bona fide public sale preceded by adequate public notice. If it is determined that reasonable attempts to dispose of the equipment have been made and such attempts have not produced an adequate return, the Superintendent or his/her designee may dispose of the equipment in any manner which he/she deems appropriate.

Textbooks

Textbooks may lose their value to the educational program because of changes in the curriculum or they contain outdated material and/or are in poor condition.

If textbooks are no longer useful or usable, the procedures for disposal shall adhere to the following order of preference:

a) Sale of textbooks. If reasonable attempts to dispose of surplus textbooks fail to produce monetary return to the School District; then

b) Donation to charitable organizations; or

c) Disposal as trash.

Education Law Sections 1604(4) and (30) and (36), 1709(9) and (11)
General Municipal Law Sections 51 and 800 et seq.

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SUBJECT: BONDING OF EMPLOYEES AND SCHOOL BOARD MEMBERS

In accordance with New York State Education Law and the Commissioner's Regulations, the Board of Education directs that the Treasurer of the Board of Education, the tax collector and the claims auditor be bonded prior to assuming their duties. Such bonds shall be in the amounts as determined and approved by the Board of Education.

Other school personnel and members of the Board of Education authorized or required to handle School District revenues may be covered by a blanket undertaking provided by the District in such amounts as approved by the Board of Education based upon the recommendations of the Superintendent or his/her designee.

Education Law Sections 1709(20-a), 1720,
2130(5), 2526, and 2527
Public Officers Law Section 11(2)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(d)

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SUBJECT: EXPENDITURES OF SCHOOL DISTRICT FUNDS

The Board of Education authorizes the Purchasing Agent to expend school funds as appropriated by approved operational and capital budgets, and by the adoption of special resolutions. He/she will make expenditures in accordance with applicable law and in a manner that will achieve the maximum benefit from each dollar expended.

All claims shall be properly confirmed and verified before payment.

Complete records of all expenditures shall be maintained for future analysis and reporting within the time frame required by the Records Disposition Law or regulation.

Education Law Section 1720

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SUBJECT: BUDGET TRANSFERS

Within monetary limits as established by the Board, the Superintendent is authorized to transfer funds within the budget. Whenever changes are made, they are to be incorporated in the next Board agenda for information only.

8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(l)
Education Law Section 1718

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SUBJECT: BORROWING OF FUNDS

The School District may borrow money only by means of serial bonds, bond anticipation notes, capital notes, tax anticipation notes, revenue anticipation notes and budget notes.

New York State Local Finance Law Section 20

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SUBJECT: PURCHASING

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.

Competitive Bids and Quotations

As required by law, the Superintendent will supervise the Business Administrator as to follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works-construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.

A bid bond may be required if considered advisable.

No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible bidder who meets specifications. However, the Board may choose to reject any bid.

Rules shall be developed by the administrative team for the competitive purchasing of goods and services.

The Superintendent may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.

The Superintendent, in conjunction with the Business Administrator, is authorized to enter into cooperative bidding for various needs of the School District.

Request for Proposal Process for the Independent Auditor

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

Procurement of Goods and Services

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;

b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and

c) Guard against favoritism, improvidence, extravagance, fraud and corruption.

SUBJECT: PURCHASING *(continued)*

These procedures shall contain, at a minimum, provisions which:

a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;

b) With certain exceptions (purchases pursuant to General Municipal Law, Article 5-A; State Finance Law, Section 162; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;

c) Set forth when each method of procurement will be utilized;

d) Require adequate documentation of actions taken with each method of procurement;

e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;

f) Identify the individual or individuals responsible for purchasing and their respective titles. Such information shall be updated biennially.

g) Incorporate the findings of the audit committee, internal auditor, and external audit reports.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall review comments concerning the District's policies and procedures from those employees involved in the procurement process, the claims auditor and the audit reports. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

Best Value

Effective January 27, 2012, General Municipal Law (GML) Section 103 was amended to permit a school district or BOCES to award purchase contracts in excess of $20,000 on the basis of "best value", rather than on the basis of the lowest responsible bid. The Board of Education must adopt a resolution at a public meeting authorizing the award of bids based on "best value." The Board of Education may also approve "best value" bid award recommendations on an individual bid basis at a scheduled public meeting. A best value award is one that optimizes quality, cost and efficiency, typically applies to complex services and technology contracts, and is quantifiable whenever possible.

SUBJECT: PURCHASING *(continued)*

"Piggybacking" Law - Exception to Competitive Bidding

On August 1, 2012, General Municipal Law (GML) Section 103 was amended to allow school districts to purchase certain goods and services (apparatus, materials, equipment and supplies) through the use of contracts let by the United States or any agency thereof, any state, and any county, political subdivision or district of any state. The amendment authorizes school districts and BOCES to "piggyback" on contracts let by outside governmental agencies in a manner that constitutes competitive bidding "consistent with state law."

This "piggybacking" is permitted on contracts issued by other governmental entities, provided that the original contract:

a) Has been let by the United States or any agency thereof, any state (including New York State) or any other political subdivision or district therein;

b) Was made available for use by other governmental entities and agreeable with the contract holder; and

c) Was let in a manner that constitutes competitive bidding consistent with New York State law and is not in conflict with other New York State laws.

The "piggybacking" amendment and the "best value" amendment may not be combined to authorize a municipality to "piggyback" onto a cooperative contract which was awarded on the basis of "best value." In other words, while a school district or BOCES may authorize the award of contracts on the basis of "best value", it may not "piggyback" onto a purchasing contract awarded by another agency on the basis of "best value."

Alternative Formats for Instructional Materials

District Plan

The District will ensure that all instructional materials to be used in the schools of the District are available in a usable alternative format for each student with a disability, including students requiring Section 504 Accommodation Plans, in accordance with his or her educational needs and course selection, at the same time as such instructional materials are available to non-disabled students. The District Plan shall include those provisions mandated by Education Law and Commissioner's Regulations.

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the School District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

SUBJECT: PURCHASING *(continued)*

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. Each school district has the option of participating in the National Instructional Materials Access Center (NIMAC). Whether a district does or does not participate in NIMAC, the district will be responsible to ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards. The New York State Education Department (NYSED) recommends that school districts choose to participate in NIMAC, because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students.

For school districts, Boards of Cooperative Educational Services (BOCES), State-operated schools, State-supported schools and approved private schools that choose to participate in NIMAC, **contracts with publishers executed on and after December 3, 2006** for textbooks and other printed core materials ***must*** include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this will not add any cost to the contract).

For more information regarding NIMAC including model contract language, Steps for Coordinating with NIMAC and an IDEA Part B Assurances Application, see website: http://www.vesid.nysed.gov/specialed/publications/persprep/NIMAS.pdf

Geographic Preference in Procuring Local Agricultural Products

Schools participating in Child Nutrition Programs such as the National School Lunch Program, School Breakfast Program and/or Special Milk Program are encouraged to purchase unprocessed locally grown and locally raised agricultural products. A school district may apply an optional geographic preference in the procurement of such products by defining the local area where this option will be applied. The intent of this preference is to supply wholesome unprocessed agricultural products that are fresh and delivered close to the source.

A geographic preference established for a specific area adds additional points or credits to bids received in response to a solicitation, but does not provide a set-aside for bidders located in a specific area, nor does it preclude a bidder from outside a specified geographic area from competing for and possibly being awarded a specific contract.

Computer Software Purchases

Software programs designated for use by students in conjunction with computers of the District shall meet the following criteria:

a) A computer program which a student is required to use as a learning aid in a particular class; and

b) Any content-based instructional materials in an electronic format that are aligned with State Standards which are accessed or delivered through the internet and based on a subscription model. Such electronic format materials may include a variety of media assets and learning tools including video, audio, images, teacher guides, and student access capabilities as such terms are defined in Commissioner's Regulations.

SUBJECT: PURCHASING *(continued)*

Environmentally Sensitive Cleaning and Maintenance Products

In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the District shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.

Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services (OGS) may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.

The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.

Apparel and Sports Equipment Purchases

Competitive Bidding Purchases

The Board of Education will only accept bids from "responsible bidders." A determination that a bidder on a contract for the purchase of apparel or sports equipment is not a "responsible bidder" shall be based upon either or both of the following considerations:

a) The labor standards applicable to the manufacture of the apparel, including but not limited to employee compensation, working conditions, employee rights to form unions, and the use of child labor; or

b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Non-Competitive Bidding Purchases

The Board's internal policies and procedures governing procurement of apparel or sports equipment, where such procurement is not required to be made pursuant to competitive bidding requirements, shall prohibit the purchase of apparel or sports equipment from any vendor based upon either or both of the following considerations:

SUBJECT: PURCHASING *(continued)*

a) The labor standards applicable to the manufacture of the apparel or sports equipment, including but not limited to employee compensation, working conditions, employee rights to form unions, and the use of child labor; or

b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Contracts for Goods, Services and Public Works

No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

Per General Municipal Law Section 103(5), upon the adoption of a resolution by a vote of at least three-fifths (3/5) of all Board members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than twenty thousand ($20,000) dollars may be awarded by the Board to the lowest responsible bidder furnishing the required security after advertisement for sealed bids in the manner provided in law. In addition, the board is required to award all contracts for public works in excess of thirty-five thousand dollars ($35,000) to the lowest responsible bidder after advertising for public sealed bids.

7 Code of Federal Regulations (CFR) 210.21, 215.14(a) and 220.16
20 United States Code (USC) Section 1474(e)(3)(B)
Education Law Sections 305(14), 409-I, 701, 751(2)(b), 1604, 1709, 1950, 2503, 2554 and 3602
State Finance Law Sections 162 and 163-b
General Municipal Law, Articles 5-A, 18 and Section 103
8 New York Code of Rules and Regulations
(NYCRR) Sections 155, 170.2, 200.2(b)(10), 200.2(c)(2), and 200.2(i)

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SUBJECT: COOPERATIVE PURCHASING

Every attempt shall be made to make cooperative purchases through appropriate local agencies.

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SUBJECT: DISTRICT CELL PHONES

Purpose
District cell phones are provided to authorized employees for the purpose of conducting District-related work activities in a manner that enhances productivity and safety and improves the cost-effectiveness of District operations.

Authorization
Only authorized District employees may use District cell phones and/or District contracted cellular services. Authorization for use and/or assignment of cellular service is required from both an immediate supervisor and the Superintendent or his/her designee. Typically, cell phones will be assigned to employees who are on-call and/or responsible for multiple sites, safety and security personnel, and building administrators.

Personal Use/Reimbursement
District cell phones may be used primarily for business related purposes. The employee shall make every attempt to use District provided cellular phones for business purposes only, however, in the event an employee uses a District owned cellular phone for other than business purposes, he/she shall reimburse the District for such non-business calls. The Business Office will monitor cell phone usage.

Safe Use of Cell Phones
All New York State Laws for cell phones are applicable.

Other
Individuals shall accept financial responsibility for any inappropriate usage or damage to District provided cellular phones. Any damage, loss, or theft must be reported immediately to the Business Office.

The Business Office shall evaluate the effectiveness of the cellular telephone plan at least annually.

Revised and Adopted by SCCS BOE March 22, 2021
Adopted by SCCS BOE February 23, 2009

SUBJECT: ACCOUNTING OF FUNDS

Accounting and reporting procedures shall be developed to facilitate analysis and evaluation of the District's financial status and fixed assets. The District will use the Uniform System of Accounts for School Districts.

Books and records of the District shall be maintained in accordance with statutory requirements.

Provision shall be made for the adequate storage, security and disposition of all financial and inventory records.

Online Banking

The Board has entered into a written agreement with designated banks and trust companies for online banking and electronic or wire transfers, which includes the implementation of a security procedure for all transactions. The District Treasurer, with a separate established user name and password, will have the authority to process online banking transactions. The Deputy Treasurer, with a separate established user name and password, will be responsible for online banking transactions in the event the District Treasurer is not available.

Electronic or Wire Transfers

Procedures will be implemented specifying who is authorized to initiate, approve, transmit, record, review and reconcile electronic transactions. At least two (2) individuals will be involved in each transaction. Authorization and transmitting functions will be segregated and whenever possible the recording function will be delegated to a third individual.

The District will enter into written wire transfer security agreements for District bank accounts which will include established procedures for authenticating wire transfer orders.

All wire transfers must be authorized with signatures of the District Treasurer, Assistant Superintendent for Business & Operations, and Superintendent. Dual approval controls will be established for non-routine wire transfer orders.

The Internal Auditor will periodically confirm that wire transfers have appropriate signatures, verification and authorization of proper personnel.

Education Law Section 2116-a
General Municipal Law Article 2 Section 5-a

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Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: RESERVE FUNDS

The Board of Education recognizes that the maintenance of a fund balance is essential to the financial integrity of the District insofar as it helps mitigate current and future risks and assists in ensuring stable tax rates. Consistent with this understanding, the Board adopts the following standards and practices.

Reserve funds (essentially a legally authorized savings account designated for a specific purpose) are an important component in the District's financial planning for future projects, acquisitions and other lawful purposes. To this end, the District may establish and maintain reserve funds in accordance with New York State Laws, Commissioner's Regulations and the rules and/or opinions issued by the Office of the New York State Comptroller, as applicable. The District shall comply with the reporting requirements of Article 3 of the General Municipal Law of the State of New York and the Governmental Accounting Standards Board (GASB) issued GASB Statement Number 54, *Fund Balance Reporting and Governmental Fund Type Definitions.*

Any and all District reserve funds shall be properly established and maintained to promote the goals of creating an open, transparent and accountable use of public funds. The District may engage independent experts and professionals, including but not limited to, auditors, accountants and other financial and legal counsel, as necessary, to monitor all reserve fund activity and prepare any and all reports that the Board may require.

Periodic Review and Annual Report

The Board of Education will periodically review all reserve funds. The District will also prepare and submit an annual report of all reserve funds to the Board of Education. The annual report shall include the following information for each reserve fund:

a) The type and description of the reserve fund;
b) The date the reserve fund was established and the amount of each sum paid into the fund;
c) The interest earned by the reserve fund;
d) Capital gains or losses resulting from the sale of investments of the reserve fund;
e) The total amount and date of each withdrawal from the reserve fund;
f) The total assets of the reserve fund showing cash balance and a schedule of investments; and
g) An analysis of the projected needs for the reserve fund in the upcoming fiscal year and a recommendation regarding funding those projected needs.
h) The District will maintain and update the Guiding Principles for Reserves, which includes the creation date of each reserve, purpose, funding methods, use of reserve, monitoring, anticipated funding needs and current balance. The document will be reviewed and updated on a yearly basis.

(*continued*)

SUBJECT: RESERVE FUNDS

Unassigned Fund Balance

Minimum Unassigned Fund Balance

In order to maintain financial stability and protect against cash flow shortfalls, the Board of Education will strive to maintain an unassigned fund balance of at least 2% of the current year's budgeted expenses. In the event such balance falls below the 2% floor, the District will seek to replenish deficiencies through reducing expenses and/or increasing revenue.

Maximum Unassigned Fund Balance

In order to support normal operating costs and provide fiscal stability for the District, the Board of Education will also strive to ensure that the unassigned fund balance does not exceed 4% of the current year's budgeted expenditures. If it is anticipated that such balance will exceed the 4% ceiling, the Board of Education will evaluate current commitments and assignments to determine the final distribution of fund balance in any fiscal year. The District will ensure unexpended surplus funds are used to reduce taxpayer liability in conformance with Real Property Tax Law Section 1318.

The Board shall utilize the information in the annual report to make necessary decisions to adequately maintain and manage the District's reserve fund balances while mindful of its role and responsibility as a fiduciary of public funds.

The Superintendent shall develop any necessary and/or appropriate regulations to implement the terms of the Board's policy.

Revised and Adopted by SCCS BOE March 22, 2021
SCCS BOE reviewed; June 20, 2016; no revision
SCCS BOE reviewed, revised & re-adopted June 8, 2015
SCCS BOE re-adopted November 12, 2013
New Policy; SCCS Policy Committee January 20, 2011
BOE Adoption Date March 2, 2011

SUBJECT: EXTRA-CLASSROOM ACTIVITIES FUND

An extra-classroom activity fund shall be established for activities conducted by students whose financial support is raised other than by taxation or through charges of the Board of Education.

All extra-classroom activities shall be approved by the Board of Education. The Building Principal shall maintain an up to date register of all extra-classroom activities that are approved or discontinued. Each classroom activity shall have a faculty advisor appointed by the Building Principal. A Central Treasurer and the Claims Auditor shall oversee all financial aspects of extra-classroom activities. The annual District audit will include all extra-classroom activity funds.

All extra-classroom activity funds shall be handled in accordance with the financial procedures illustrated by Finance Pamphlet No. 2, the Safeguarding, Accounting and Auditing of Extra-classroom Activity Funds, 2008, published by the New York State Education Department. All commitments and contracts shall be the sole responsibility of the extra-classroom activity club giving rise to the transaction, regardless of a change in advisors, membership or officers.

Proper books will be kept and all moneys deposited in appropriate accounts as set up by the Board of Education. These accounts shall be subject to audit. All transactions involving extra-classroom funds shall be on a cash basis and no accounts shall remain unpaid at the end of the school year. Funds shall be invested in accordance with the Board of Education's Fiscal Management Policy on the "Investment of District Funds."

The extra-classroom activities of the District are not included in the exemption granted to the School District from New York State sales tax. Without exception, clubs and activities are prohibited from using the school's tax exemption. The Central Treasurer shall be responsible for filing the periodic sales tax returns for the extra-classroom activity funds.

Funds of discontinued extra-classroom activities and of graduating classes shall revert to the account of the general student organization or student council and shall be expended in accordance with the organization's constitution.

The Building Principals, with approval of the Superintendent of Schools, shall set up procedures for receipt and payment from the extra-classroom activity fund in their respective schools.

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

Revised and Adopted by SCCS BOE March 22, 2021
SCCS BOE reviewed May 7, 2012; no revisions made
SCCS BOE Reviewed & revised May 9, 2011
SCCS BOE Reviewed January 10, 2011; no revisions made
SCCS BOE Reviewed January 11, 2010; no revisions made
Reviewed by SCCS BOE November 10, 2008; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PETTY CASH FUNDS AND CASH IN SCHOOL BUILDINGS

Petty Cash Funds

A petty cash fund of not more than one hundred fifty dollars ($150) shall be maintained in the District Office and in each school building. During tax season petty cash may be increased up to $250 with Board approval. Payments from petty cash funds may be made for materials, supplies or services only when payment is required upon delivery. At the time of reimbursement, an itemized statement of expenditures, together with substantiating receipts, shall be submitted. Such accounts shall be authorized by Board resolution at their annual meeting.

Appropriate regulations shall be developed for implementation of this policy.

Cash in School Buildings

Not more than two hundred fifty dollars ($250), whether District or extra classroom funds, shall be held in the vault in the main office of each District school building. Under no circumstances shall cash be left in classroom areas or desks. The District will not be responsible for funds left unprotected.

All funds, whether District or extra classroom funds, shall be deposited prior to close of school each week. Only authorized personnel designated by the building administrator shall be allowed in the main office vault.

Education Law Sections 1604(26) and 1709(29)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.4

SCCS BOE reviewed March 22, 2021; no revisions made
SCCS BOE reviewed May 7, 2012; no revisions made
Revised; SCCS BOE adopted January 24, 2011
Revised; SCCS BOE adopted January 25, 2010
BOE Reviewed March 23, 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PUBLICATION OF THE DISTRICT'S ANNUAL FINANCIAL STATEMENT

In compliance with Education Law, the Board of Education shall direct the District Clerk to publish annually during the month of September or during the month of October a full and detailed account of all moneys received by the Board or the Treasurer of the District for its account and use, and all of the money expended therefore, giving the items of expenditure in full.

Notice that the account is available for review shall be published in the official District newspaper once each year.

Education Law Sections 1610, 1721 and 2117
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2

SCCS BOE reviewed; March 22, 2021 no revisions made
SCCS BOE reviewed May 7, 2012; no revisions made
Revised; SCCS BOE adopted January 24, 2011
SCCS BOE Reviewed January 11, 2010; no revisions made
SCCS BOE reviewed & revised April 6, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: MAINTENANCE OF FISCAL EFFORT (TITLE I PROGRAMS)

A Local Educational Agency (LEA) may receive its full allocation of Title I funds if the combined fiscal effort per student or the aggregate expenditures of state and local funds with respect to the provision of free public education in the (LEA) for the preceding fiscal year was not less than ninety percent (90%) of the combined fiscal effort per student or the aggregate expenditures for the second preceding fiscal year.

In determining an LEA's compliance with the maintenance of effort requirement, the State Educational Agency (SEA) shall consider the LEA's expenditures from state and local funds for free public education. These include expenditures for administration, instruction, attendance, health services, student transportation services, plant operation and maintenance, fixed charges, and net expenditures to cover deficits for food services and student body activities.

The SEA shall not consider the following expenditures in determining an LEA's compliance with the maintenance of effort requirements:

a) Any expenditures for community services, capital outlay, and debt service;

b) Any expenditures made from funds provided by the federal government for which the LEA is required to account to the federal government directly or through the SEA.

The Board of Education assigns the Business Administrator the responsibility of reviewing, as part of the budgeting process, combined fiscal effort so that expenditures of state and local funds with respect to the provision of free public education per student and in the aggregate for any fiscal year are not budgeted at less than ninety percent (90%) of the combined fiscal effort per student or the aggregate of expenditures for the preceding fiscal year.

Title I of the Elementary and Secondary
Education Act of 1965, as amended by the
No Child Left Behind Act of 2001
34 Code of Federal Regulations (CFR) Part 200

SCCS BOE reviewed March 22, 2021; no revisions made
SCCS BOE reviewed May 7, 2012; no revisions made
SCCS BOE Reviewed January 10, 2011; no revisions made
SCCS BOE Reviewed January 11, 2010; no revisions made
BOE Reviewed March 23, 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT

Allocation of Funds

The District allocates the Title I, Part A funds it receives to District school buildings on the basis of the total number of students from low-income families in each eligible school attendance area or eligible school, as defined in law. Unless the District school building is participating in a school wide program, the District school building will only use Title I, Part A funds for programs that provide services to eligible children, as defined in law, identified as having the greatest need for special assistance.

The District will reserve from its allocation of Title I, Part A funds, such funds as are necessary to provide services comparable to those provided to students in District school buildings that receive Title I, Part A funds in order to serve:

a) Homeless children and youths, including educationally related support services to children in shelters and other locations where children may live;

b) Children in local institutions for neglected children; and

c) If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Funds Will Supplement Not Supplant

The District will ensure that Title I, Part A funds only supplement, not supplant, the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted by Title I, Part A funds.

Allocation Methodology

The District has developed an allocation methodology that is consistent with Title I guidelines.

20 USC §§ 6312-6315 and 6321

NOTE: Refer also to Policies # 5110 -- Budget Planning and Development
5550 -- Maintenance of Fiscal Effort (Title I Programs)
8260 – Programs and Projects Funded by Title I

SCCS BOE reviewed March 22, 2021; no revisions made
SCCS BOE first reading March 11, 2019; new policy
Adoption Date March 25, 2019

SUBJECT: USE OF FEDERAL FUNDS FOR POLITICAL EXPENDITURES

The Board of Education prohibits the use of any federal funds for partisan political purposes or expenditures of any kind by any person or organization involved in the administration of federally-assisted programs.

This policy refers generally, but is not limited to, lobbying activities, publications, or other materials intended for influencing legislation or other partisan political activities.

In recognition of this stricture, the Board of Education assigns the Purchasing Agent the responsibility of monitoring expenditures of federal funds so that said funds are not used for partisan political purposes by any person or organization involved in the administration of any federally-assisted programs.

Compliance Supplement for Single Audit of State
and Local Governments (revised September 1990)
supplementing OMB Circular A-128

NOTE: Refer also to Policy #6430 -- Employee Activities

SCCS BOE reviewed March 22, 2021; no revisions made
SCCS BOE reviewed May 7, 2012; no revisions made
SCCS BOE Reviewed January 10, 2011; no revisions made
SCCS BOE Reviewed January 11, 2010; no revisions made
BOE Reviewed March 23, 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: FINANCIAL ACCOUNTABILITY

School districts must have internal controls in place to ensure that the goals and objectives of the District are accomplished; laws, regulations, policies and good business practices are complied with; operations are efficient and effective; assets are safeguarded; and accurate, timely and reliable data are maintained.

The School District's governance and control environment will include the following:

a). The District's code of ethics addresses conflict of interest transactions with Board members and employees. Transactions that are less-than-arm's length are prohibited. Less-than-arm's length is a relationship between the District and employees or vendors who are related to District officials or Board members.

b). The Board requires corrective action for issues reported in the CPA's management letter, audit reports, the Single Audit and consultant reports.

c). The Board has established the required policies and procedures concerning District operations.

d). The Board routinely receives and discusses the necessary fiscal reports including the:
1. Treasurer's cash reports,
2. Budget status reports,
3. Revenue status reports,
4. Extra-classroom activity fund reports twice per year, and
5. Fund balance projections (usually starting in January).

e). The District has a long-term (three to five years) financial plan for both capital projects and operating expenses.

f). The District requires attendance at training programs for Board members, business officials, treasurers, claims auditors and others to ensure they understand their duties and responsibilities and the data provided to them.

g). The Board has an audit committee to assist in carrying out its fiscal oversight responsibilities.

h). The District's information systems are economical, efficient, current and up to date.

i). All computer files are secured with passwords or other controls, backed up on a regular basis, and stored at an off-site or in a secure fireproof location.

j). The District periodically verifies that its controls are working efficiently.

k). The District requires all staff to take leave time during which time another staff member performs the duties of the staff on leave. Staff may also schedule transactions and other responsibilities to occur electronically before taking a leave.

(*continued*)

SUBJECT: FINANCIAL ACCOUNTABILITY (*continued*)

Audit Response

Periodically, the District receives audit reports from the External (Independent) Auditor and/or the Office of the New York State Comptroller. The Board will review all audit recommendations, in consultation with the Audit Committee, and respond appropriately. Independent and Comptroller audit reports and the accompanying management letters will be made available for public inspection. Notice of the availability of Independent and Comptroller audit reports will be published in the District's official newspaper or one having general circulation in the District. If there is no newspaper, notice must be placed in ten (10) public places within the District. Additionally, final audit reports from the Office of the NYS Comptroller should be posted on the District website, if one is available, for a period of five (5) years.

Please note that the "Audit Response" portion of this policy has been clarified to reflect the current state of the law. Initially, the language of this paragraph applied to internal audits, as well as external and Comptroller's audits. Consistent with the General Municipal Law, the policy now provides that notice and publication will be provided for external and Comptroller audits only.

8NYCRR Section 170.12
General Municipal Law Section 33(2)(e) and 35(1)(2)
NY Education Law Section 2116-a

Revised and Adopted by SCCS BOE April 12, 2021
SCCS BOE reviewed May 7, 2012; no revisions made
Revised; SCCS BOE adopted January 24, 2011
Revised; SCCS BOE adopted January 25, 2010
SCCS BOE reviewed & revised April 6, 2009
BOE Adopted, January 9, 2006

SUBJECT: ALLEGATIONS OF FRAUD

All Board members and officers, District employees and third party consultants are required to abide by the District's policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of District operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the school system is to disclose such information according to the reporting procedures established by the District. The reporting procedures will follow the chain of command as established within the department or school building or are enumerated in the District's organizational chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official, the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable, to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney or the Board of Education. The District's prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the District has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation and resulting investigation and outcome will be maintained in accordance with law.

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SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Reviewed January 11, 2010; no revisions made
Southern Cayuga Central School Policy Book
BOE Adopted, January 9, 2006
BOE Reviewed March 23, 2009; no changes made

SUBJECT: ALLEGATIONS OF FRAUD *(continued)*

Based upon the results of this investigation, if the District determines that a school official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, District policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.

An appeal procedure will be provided, as applicable, to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable investigating officer(s).

Prohibition of Retaliation

The Board prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected financial improprieties/fraud and/or wrongful conduct as well as witnesses and/or any other individuals who participate in the investigation of an allegation of financial impropriety/fraud and/or wrongful conduct. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Any individual who knowingly makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action.

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Reviewed January 11, 2010; no revisions made
Southern Cayuga Central School Policy Book
BOE Adopted, January 9, 2006
BOE Reviewed March 23, 2009; no changes made

SUBJECT: AUDIT COMMITTEES

No later than January 1, 2006, an Audit Committee shall be established by Board resolution. The Audit Committee may consist of:

a) The Board of Education as a whole;

b) A subcommittee of the Board of Education; or

c) An Advisory Committee that may include, or be composed entirely of persons other than Board members if, in the opinion of the Board, such membership is advisable to provide accounting and auditing expertise.

The Audit Committee shall consist of at least three (3) members who shall serve without compensation, but shall be reimbursed for any actual and necessary expenditure incurred in relation to attendance at meetings. Employees of the District are prohibited from serving on the Audit Committee. Members of the Audit Committee shall be deemed School District Officers, but shall not be required to be residents of the School District.

The role of the Audit Committee shall be advisory unless the Audit Committee consists of at least a quorum of Board members, and any recommendations it provides to the Board shall not substitute for any required review and acceptance by the Board of Education.

The responsibilities of the Audit Committee include the following:

a) Provide recommendations regarding the appointment of the External (Independent) Auditor for the District;

b) Meet with the External (Independent) Auditor prior to commencement of the audit;

c) Review and discuss with the External (Independent) Auditor any risk assessment of the District's fiscal operations developed as part of the Auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards if applicable;

d) Receive and review the draft annual audit report and accompanying draft management letter and, working directly with the External (Independent) Auditor, assist the Board of Education in interpreting such documents;

e) Make a recommendation to the Board on accepting the annual audit report; and

f) Review every corrective action plan developed by the School District and assist the Board in its implementation.

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SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
Revised; SCCS BOE adopted January 25, 2010
BOE Reviewed March 23, 2009; no changes made
BOE Adopted, January 9, 2006

SUBJECT: AUDIT COMMITTEES *(continued)*

Additional responsibilities of the Audit Committee include: assisting in the oversight of the Internal Audit Function including, but not limited to, providing recommendations regarding the appointment of the Internal Auditor; reviewing significant findings and recommendations of the Internal Auditor; monitoring the School District's implementation of such recommendations; and evaluating the performance of the Internal Audit Function.

The Audit Committee may conduct an Executive Session pursuant to Public Officers Law Section 105 pertaining to the following matters:

a) Any matter which may disclose the identity of a law enforcement agent or informer;

b) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed; and

c) Discussions regarding proposed, pending or current litigation.

Any Board member who is not a member of the Audit Committee may be allowed to attend an Audit Committee meeting if authorized by a Board resolution. However, if such Board member's attendance results in a meeting of a quorum of the full Board, any action taken by formal vote may constitute official Board action.

Education Law Sections 2116-c, and 3811-3813
Public Officers Law Sections 105(b), 105(c), 105(d) and Audit Committee Charter

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
Revised; SCCS BOE adopted January 25, 2010
BOE Reviewed March 23, 2009; no changes made
BOE Adopted, January 9, 2006

SUBJECT: INTERNAL AUDIT FUNCTION

The Internal Audit Function shall include:

a) Development of a risk assessment of District operations including, but not limited to, a review of financial policies and procedures and the testing and evaluation of District internal controls;

b) An annual review and update of such risk assessment;

c) Preparation of reports, at least annually or more frequently as the Board may direct, which analyze significant risk assessment findings; and

d) Recommendation of changes for strengthening controls and reducing identified risks, and the specification of timeframes for implementation of such recommendations.

The District is permitted to utilize existing District personnel to fulfill the Internal Audit Function, but such persons shall not have any responsibility for other business operations of the District while performing Internal Audit Functions. The District shall also be permitted to use inter-municipal cooperative agreements, shared services to the extent authorized by Education Law Section 1950 or independent contractors to fulfill the Internal Audit Function, as long as the personnel or entities performing this Function comply with any Regulations issued by the Commissioner of Education and meet professional auditing standards for independence between the auditor and the District.

Personnel or entities performing the Internal Audit Function shall report directly to the Board of Education. The Audit Committee shall assist in the oversight of the Internal Audit Function on behalf of the Board.

Education Law Sections 1950, 2116-b and 2116-c

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
Revised; SCCS BOE adopted January 25, 2010
BOE Reviewed March 23, 2009; no changes made
BOE Adopted, January 9, 2006

SUBJECT: INSURANCE

The objective of the Board of Education is to obtain the best possible insurance at the lowest possible cost, and to seek advice from an Insurance Appraisal Service to determine that adequate coverage is being provided regarding fire, boiler, general liability, bus, student accident insurance and workers' compensation.

The Board shall carry insurance to protect the District's real and personal property against loss or damage. This property shall include school buildings, the contents of such buildings, school grounds and automobiles.

The Board may also purchase liability insurance to pay damages assessed against Board members and District employees acting in the discharge of their respective duties, within the scope of their employment and/or under the direction of the Board.

The Superintendent or designee shall review the District's insurance program annually and make recommendations to the Board if more suitable coverage is required.

Public Officers Law Section 18
General Municipal Law Sections 6-n and 52
Education Law Sections 1709(8) & (26) & (34-b),
3023, 3028, and 3811

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Revised; February 8, 2010
BOE Reviewed March 23, 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INVENTORIES

The Superintendent or his/her designee shall be responsible for maintaining a continuous and accurate inventory of equipment owned by the District in accordance with "The Uniform System of Accounts for School Districts."

All supplies and equipment purchased and received by the School District shall be checked, logged, and stored through an established procedure.

Uniform System of Accounts for School Districts
(Fiscal Section)

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
Reviewed by SCCS BOE January 25, 2010; no revision
Reviewed by SCCS BOE November 10, 2008; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ACCOUNTING OF FIXED ASSETS

The Business Administrator shall be responsible for accounting for general fixed assets according to the procedures outlined by the Uniform System of Accounts for School Districts and GASB Statement 34 Regulations.

These accounts will serve to:

a) Maintain a physical inventory of assets;
b) Establish accountability;
c) Determine replacement costs; and
d) Provide appropriate insurance coverage.

Fixed assets with a minimum value established by the Board that have a useful life of one (1) year or more and physical characteristics not appreciably affected by use or consumption shall be inventoried and recorded on an annual basis. Fixed assets shall include land, buildings, equipment and materials.

The Board shall establish a dollar threshold as a basis for considering which fixed assets are to be depreciated. Such threshold shall ensure that at least 80 percent of the value of all assets is reported. However, it is recommended that such threshold shall not be greater than $5,000. A standardized depreciation method and averaging convention shall also be established for depreciation calculations.

Fixed assets acquired having a value equal to or greater than the established threshold are considered depreciable assets and shall be inventoried for the purposes of GASB 34 accounting practices and placed on a depreciation schedule according to its asset class and estimated useful life as stipulated by the NY State Comptroller's Office or the IRS.

Assets shall be recorded at initial cost or, if not available, at estimated initial cost; gifts of fixed assets shall be recorded at estimated fair value at the time of the gift. A property record will be maintained for each asset and will contain, where possible, the following information:

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Revised; February 8, 2010
Reviewed by SCCS BOE November 10, 2008; no revision

SUBJECT: ACCOUNTING OF FIXED ASSETS *(continued)*

a) Date of acquisition;

b) Description;

c) Cost or value;

d) Location;

e) Asset type;

f) Estimated useful life;

g) Replacement cost;

h) Current value;

i) Salvage value;

j) Date and method of disposition; and

k) Responsible official.

The Business Administrator shall arrange for the inventory and appraisal of School District property, equipment and material every five years through our insurance provider. Any discrepancies between an inventory and the District's property records on file should be traced and explained.

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Revised; February 8, 2010
Reviewed by SCCS BOE November 10, 2008; no revision
Adopted: 6/7/04

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE

Operation and Maintenance

The Superintendent is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and conservation of natural resources.

The Board, through the Superintendent and his/her staff, has the responsibility of protecting the District investment in plant and facilities through a systematic maintenance program.

It is expected that the program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Construction and Remodeling of School Facilities

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of the School District shall be submitted to the Commissioner when the contemplated construction costs of such work are ten thousand dollars ($10,000) or more, and for all projects affecting the health and safety of students.

Plans and specifications submitted to the Commissioner shall bear the signature and seal of an architect or engineer licensed to practice in the State of New York. The architect or engineer who sealed the plans and specifications shall also certify that the plans and specifications conform to the standards set forth in the State Uniform Fire Prevention and Building Code (9 NYCRR Parts 600 through 1250) and the State Energy Conservation Construction Code (9 NYCRR Parts 7810 through 7816).

For remodeling or construction projects costing five thousand dollars ($5,000) or more, the District shall assure compliance with the requirements of the State Uniform Fire Prevention and Building Code (9 NYCRR 600 through 1250) and Part 155 of the Commissioner's Regulations, and shall retain the services of an architect or engineer licensed to practice in New York State.

For remodeling or construction projects costing less than five thousand dollars ($5,000), the District shall assure compliance with the requirements of the State Uniform Fire Prevention and Building Code (9 NYCRR Parts 600 through 1250) and Part 155 of the Commissioner's Regulations.

Carbon Monoxide Detection Requirements

All new and existing District buildings that have appliances, devices, or systems that may emit carbon monoxide, and all attached garages, must have a means to detect carbon monoxide. Buildings include school buildings, administrative buildings, bus maintenance facilities, concession stands, and field houses. Carbon monoxide may be produced by fuel-fired heating systems (boilers, HVAC units, and makeup air units), emergency or standby electric generation within a building, fuel-fired kitchen equipment (ranges, ovens, steamers, dishwashers, and makeup air units serving hoods), fuel-fired domestic hot water heaters, laboratory/shop equipment (gas outlets, torches, gas-fired kilns, and stationary or portable engines), maintenance and storage areas with fuel-fired equipment, and in garages.

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE *(continued)*

The District may use a self-contained carbon monoxide alarm, a carbon monoxide detection system, or both. The District will comply with all laws and regulations regarding alarms/detectors, including where they must be located, their power sources, and labeling requirements. The District should develop written standard operating procedures to follow when a carbon monoxide detector is activated.

Inspections

The administration of the School System shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board of Education informed of the results of such inspections in a timely fashion.

Comprehensive Public School Building Safety Program (Rescue)

To ensure that all school facilities are properly maintained and preserved and provide suitable educational settings, the Board of Education requires that all occupied school facilities which are owned, operated or leased by the District comply with the provisions of the Comprehensive Public School Safety Program and the Uniform Code of Public School Building Inspections, Safety Rating and Monitoring as prescribed in Commissioner's Regulations. For this reason, the School District shall develop a Comprehensive Public School Building Safety Program in accordance with Commissioner's Regulations.

The program shall be reevaluated and made current at least annually, and shall include the following:

a) A five (5) year capital improvement facilities plan which will be based on the district's current five-year Building Conditions Survey.

b) A District-wide building inventory, which will include information pertaining to each building including, but not limited to:

   1. Type of building, age of building, size of building;
   2. Rated capacity, current enrollment;
   3. List of energy sources and major systems (lighting, plumbing, electrical, heating); and
   4. Summary of triennial Asbestos Inspection reports.

c) An annual visual inspection of each occupied building and assignment of a safety rating score. The inspection committee must include a state certified code enforcement official, the District's facility director or designee, and a member of the District's Health and Safety Committee.

d) A building condition survey shall be conducted for all occupied school buildings once every five (5) years by a team that includes at least one (1) licensed architect or engineer.

e) A District-wide monitoring system which includes:

   1. Establishing a Health and Safety Committee;

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE *(continued)*

2. Development of detailed plans and a review process of all inspections;
3. Procedures for a response in writing to all inquiries about building health and safety concerns, a copy of which will be sent to the District's Health and Safety Committee for oversight, and a copy kept on permanent file.

f) Procedures to ensure the safety of the building occupants while a construction/renovation project is taking place. These procedures will include:

1. Notification to parents/guardians and/or persons in parental relation, staff and the community at least two (2) months in advance of a construction project of ten thousand dollars ($10,000) or more to be conducted in a school building while the building is occupied; provided, however, that in the case of emergency construction projects, such notice shall be provided as far in advance of the start of construction as is practicable;
2. A plan to ensure that all contractors comply with all health and safety issues and regulations, and wear photo ID badges;
3. An opportunity for the District's Health and Safety Committee to conduct a walk-through inspection of newly renovated or constructed areas to confirm that the area is ready to be reopened for use; and
4. An emergency plan which will address potential concerns with the capital project including, but not limited to, evacuation procedures, fire drills, and structural failures.

Fire Inspection:
8 New York Code of Rules and Regulations
(NYCRR) Section 155.4
Education Law Section 807-a
Health Inspection: Education Law Section 906
Asbestos Inspection: Education Law, Article 9-A
40 Code of Federal Regulations (CFR), Part 763, Subpart E
Plans and Specifications:
Education Law Sections 408, 408-a and 409
8 New York Code of Rules and Regulations, (NYCRR) Sections 155.1 and 155.2
Structural Safety Inspections:
Education Law Sections 409-d, 409-e, 3602, and 3641(4)
8 New York Code of Rules and Regulations, (NYCRR) Sections 155.1, 155.3, 155.41, and 155.6

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed, revised and re-adopted March 27, 2017
SCCS BOE reviewed, revised and re-adopted June 13, 2011
Reviewed by SCCS BOE January 25, 2010; no revision
BOE Reviewed March 23, 2009; no change
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HAZARDOUS WASTE AND HANDLING OF TOXIC SUBSTANCES BY EMPLOYEES

The Board of Education recognizes the need to protect human health and the environment from damage resulting from the improper handling of hazardous wastes.

The management of hazardous waste from its point of generation to the ultimate disposal is regulated through specific Federal and State laws.

The Board directs the Superintendent to adopt rules to insure District implementation of applicable Federal and State laws pertaining to the identification, transportation, treatment, storage, and disposal of hazardous wastes.

Environmental Protection Agency
40 Code of Federal Regulations (CFR) 261 and 262
6 New York Code of Rules and Regulations
(NYCRR) Part 371

SCCS BOE reviewed; no revision; June 28, 2021
Reviewed by SCCS BOE January 25, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: GENDER NEUTRAL SINGLE-OCCUPANCY BATHROOMS

The District is committed to creating and maintaining an inclusive educational and work-environment. The District will ensure that all single-occupancy bathroom facilities are designated as gender neutral for use by no more than one occupant at a time or for family or assisted use.

"Single-occupancy bathroom" means a bathroom intended for use by no more than one occupant at a time or for family or assisted use and which has a door for entry into and egress from the bathroom that may be locked by the occupant to ensure privacy and security.

All gender neutral bathroom facilities will be clearly designated by the posting of signage either on or near the entry door of each facility.

Education Law § 409-m

Public Buildings Law § 145

Adopted by Board of Education, November 22, 2021
Southern Cayuga Central School Policy Book

SUBJECT: SMOKING/TOBACCO USE

School Grounds

Tobacco use shall not be permitted and no person shall use tobacco on school grounds or within one hundred (100) feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools. However, this shall not apply to smoking in a residence, or within the real property boundary lines of such residential property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds including entrances or exits, contained within the District's preschool, nursery school, elementary or secondary school's legally defined property boundaries as registered in the County Clerk's Office; as well as all vehicles used to transport children or school personnel.

For purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip, chew, snus and/or snuff) in any form.

The use of e-cigarettes and any other products containing nicotine, except for current FDS-approved smoking cessation products, are also prohibited.

Off-School Grounds

Tobacco use is prohibited by students at any school-sponsored event or activity off school grounds.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the District will prominently post its Smoking/Tobacco Use policy and signs prohibiting **all** forms of tobacco products in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employee. The District will also designate a school official to tell individuals who smoke in a non-smoking area that they are in violation of Article 13-E of the New York State Public Health Law, the federal Pro-Children Act of 1994, and District policy.

The District shall also ensure that this policy is communicated to staff, students, parents/ guardians and/or persons in parental relation, volunteers, and visitors as deemed appropriate in order to orient all persons to the District's "No Smoking" Policy and environment.

Prohibition of Tobacco Promotional Items/Tobacco Advertising

Tobacco promotional items (e.g., brand names, logos and other identifiers) are prohibited:

a) On school grounds;
b) In school vehicles;
c) At school-sponsored events, (including those that take place off school premises and in another state);
d) In school publications;
e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District Code of Conduct and applicable collective bargaining agreements.

(continued)

SUBJECT: SMOKING/TOBACCO USE *(continued)*

This prohibition of tobacco promotional items shall be implemented in accordance with the District Code of Conduct and applicable collective bargaining agreements.

In addition, tobacco advertising is also prohibited in all school-sponsored publications and at all school sponsored events. The District will request, whenever possible, tobacco free editions of periodical publications for school libraries and classroom use.

Safe and Drug-Free Schools and Communities Act
20 United States Code (USC) Section 7101 et seq.
Pro-Children Act of 2001
20 United States Code (USC) Sections 7181-7184
Public Health Law Article 13-E
Education Law Sections 409 and 3020-a

NOTE: Refer also to Policies #3280 -- Community Use of School Facilities
#3410 -- Code of Conduct on School Property
#7310 -- School Conduct and Discipline
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances (Students)
#8211 -- Prevention Instruction
District Code of Conduct on School Property

SCCS BOE reviewed, revised and adopted June 28, 2021
Reviewed by SCCS BOE January 25, 2010; no revision
SCCS BOE Revised & Adopted, September 8, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ENERGY/WATER CONSERVATION AND RECYCLING OF SOLID WASTE

The Board of Education recognizes the importance of energy and water conservation and is committed to the analysis, development and initiation of conservation measures throughout the District for the purpose of reducing energy consumption.

Recycling

The Superintendent will develop a program for the source separation and segregation of recyclable or reusable materials in the District. This District-wide recycling plan shall include:

a) A conservation education program to teach students about their social responsibility for preserving our resources, and involvement of all students and personnel in a comprehensive effort to reduce, reuse and recycle waste materials;

b) A concerted effort to purchase recycled items and biodegradable rather than non-biodegradable products;

c) Separation of waste into appropriate categories for the purpose of recycling;

d) A cooperative effort with community recycling programs.

General Municipal Law Section 120-aa

SCCS BOE reviewed; no revision; June 28, 2021
SCCS BOE reviewed, revised and re-adopted June 13, 2011
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: MEAL CHARGE AND PROHIBITION AGAINST MEAL SHAMING

I. Purpose

The goal of the Southern Cayuga Central School District is to provide student access to nutritious no- or low-cost meals each school day and to ensure that a student whose parent/guardian has unpaid school meal charges is not shamed or treated differently than a student whose parent/guardian does not have unpaid meal charges.

Unpaid meal charges place a large financial burden on the district. The purpose of this policy is to insure compliance with federal requirements for the USDA Child Nutrition Program and, and to provide oversight and accountability for the collection of outstanding student meal balances to ensure that the student is not stigmatized, distressed or embarrassed.

The intent of this policy is to establish procedures to address unpaid meal charges throughout the Southern Cayuga Central School District in a way that does not stigmatize, distress or embarrass students. The provisions of this policy pertain to regular priced reimbursable school breakfast, lunch and snack meals only. Charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.) is expressly prohibited.

II. Access to Meals

Free Meal Benefit Eligible students will be allowed to receive a free breakfast and lunch meal of their choice each day. A la carte items or other similar items must be paid/prepaid, including if students are getting only milk.

Reduced Meal Benefit Eligible students will be allowed to receive a breakfast of their choice for $0.00 and lunch of their choice for $0.00 each day. A la carte items or other similar items must be paid/prepaid, including if students are getting only milk.

Full Pay Students will pay for meals at the District's published paid meal rate each day. The meals offered to students will be reimbursable meals available to all students unless the student's parent or guardian has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.

ONGOING STAFF TRAINING

- Staff will be trained annually and throughout the year as needed on the procedures for managing meal charges using the NYSED Webinar or the District's training program.
- Staff training includes ongoing eligibility certification for free or reduced-price meals.
- Staff training includes meal shaming policy regulations to all staff involved in program operations.

SUBJECT: MEAL CHARGE AND PROHIBITION AGAINST MEAL SHAMING

PARENT NOTIFICATION

- Parents/guardians will be notified that a student's account balance is exhausted and has accrued unpaid meal charges within seven days of the charge and then once every week thereafter.

PARENT OUTREACH

- Staff will communicate with parents/guardians with five or more unpaid meal charges to determine eligibility for free or reduced-price meals.
- Staff will make two documented attempts to reach out to parents/guardians to complete a meal application in addition to the application and instructions provided in the school enrollment packet.
- Staff will contact the parent/guardian to offer assistance with completion of meal application to determine if there are other issues within the household causing the child to have insufficient funds, offering any other assistance that is appropriate.

MINIMIZING STUDENT DISTRESS

- Staff will not publicly identify or stigmatize any student on the line for a meal or discuss any outstanding meal debt in the presence of any other students.
- Students with unpaid meal charges will not be required to wear a wristband or handstamp, or to do chores or work to pay for meals.
- Staff will not throw away a meal after it has been served because of the student's inability to pay for the meal or because of previous meal charges.
- Staff will not take any action directed at a pupil to collect unpaid school meal charges.
- Staff will deal directly with parents/guardians regarding unpaid meal charges.

SUBJECT: MEAL CHARGE AND PROHIBITION AGAINST MEAL SHAMING

ONGOING ELIGIBILITY CERTIFICATION

- Staff will conduct direct certification through the NYSSIS or using NYSED Roster Upload at least monthly to maximize free eligibility.
- Staff will provide parents/guardians with free and reduced-price application and instructions at the beginning of each school year in school enrollment packet.
- The District uses electronic meal application to provide an explanation of the process in the school enrollment packet and instructions on how to request a paper application at no cost.
- The District provides at least two additional free and reduced-price applications throughout the school year to families identified as owing meal charges.
- The District uses its administrative prerogative judiciously on a student's behalf, and only after using exhaustive efforts to obtain a completed application from the student's parent/guardian. The District will complete the application using only available information on family size and income that falls within approvable guidelines.
- The District coordinates with the foster, homeless, migrant, runaway coordinators to certify eligible students. School liaisons required for homeless, foster and migrant students will coordinate with the nutrition department to make sure these students receive free school meals, in accordance with federal law.

Students/Parents/Guardians may pay for meals in advance via *www.myschoolbucks.com* or with a check payable to *Southern Cayuga Central School Lunch Fund*. Further details are available on the District's webpage at *www.southerncayuga.org*. Funds should be maintained in accounts to minimize the possibility that a student may be without meal money on any given day. Any remaining funds for a particular student may be carried over to the next school year.

To obtain a refund for withdrawn, and graduating students; a written or e-mailed request for a refund of any money remaining in the student's account must be submitted. Students who are graduating at the end of the year will be given the option to transfer any remaining money to a sibling's account through a written request.

Unclaimed Funds must be requested within one school year. Unclaimed funds will then become the property of the *Southern Cayuga Central School* Food Service Program.

SCCS BOE reviewed, revised and adopted December 14, 2020
SCCS BOE reviewed, revised and adopted August 13, 2018
SCCS BOE reviewed, revised and re-adopted March 13, 2017
SCCS BOE reviewed, revised and re-adopted June 13, 2011
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: WELLNESS POLICY

Safety/Wellness Committee Members:

- Patrick Jensen, Superintendent
- Loretta Van Horn, Assistant Superintendent for Business & Operations
- Luke Carnicelli, HS Principal
- Boyan Mnahoncak, Elementary Principal
- Caitlin Wasielewski, AP/AD
- Susan Gloss, BOE Member
- Bill Hasenjager, School Security Officer
- Kelsey Rossbach, BOE member
- Jack MeKeel, BOCES
- Jenice Jones, Cook/Manager
- Harold Van Horn, Head Maintenance
- Anne Reynolds, Nurse
- Jess Hurd, Nurse
- Shelly Kulis, Support Staff
- Mark Johnson, Counselor
- Michele Shaw, Teacher
- Jake Young, Community Member
- Russell Dimon, Community Member

Wellness Policy

The Southern Cayuga Central School District is committed to providing a school environment that promotes and protects student health, well-being and ability to learn by supporting healthy eating and physical activity. Given the documented connection between proper nutrition, adequate physical activity and educational success, the board of education adopts the following goals and authorizes the following actions to provide district students with a school environment that promotes student health and wellness and reduces childhood obesity

Southern Cayuga School District Safety/Wellness Committee

The Southern Cayuga School District Safety/Wellness Committee will create, strengthen, develop, implement, monitor, review and, as necessary, revise school district nutrition and physical activity plans. The School District Safety/Wellness Committee also will serve as a resource for implementing the plan. The School District Safety/Wellness Committee may consist of a group of representatives from the school and community, and will include students, parents, staff members, teachers, school nurses, cafeteria manager, health & physical education representatives and the superintendent or administrative designee.

SUBJECT: WELLNESS POLICY

I. Foods and Beverages Available for Sale to Students on School Campus During the School Day

The Southern Cayuga Central School District recognizes that a nutritious, well-balanced, reasonably portioned diet is essential for student wellness. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the District shall ensure that all of foods and beverages available in school promote good nutrition, balance and reasonable portion sizes. The District shall ensure that all foods and beverages available for sale to students on school campus during the school day meet or exceed the program requirements and nutrition standards found in federal regulations.

To accomplish this, the Board directs that the district serve healthy and appealing foods and beverages at school, following state and federal nutrition guidelines, as well as safe food preparation methods.

School Meals – the district shall:
1. Include fruits, vegetables, salads, whole grains and low fat items at least to the extent required by federal regulations.
2. Encourage students to try new or unfamiliar items.
3. Make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and encourage eligible families to apply.
4. Consider serving produce and food from local farms and suppliers.
5. Make free drinking water available at locations where meals are served.

Meal Scheduling – the district shall:
1. Provide adequate time to eat.
2. Schedule lunchtime between normal lunch hours (11:00 a.m. – 1:00 p.m.)

Fund-Raising Activities – the district shall:
1. Ensure that all fundraisers selling food or beverages to students on school campus during the school day meet the nutrition standards set in federal regulations for whole grains, fruits, vegetables, calories, fat, saturated fats, trans fats, sugar, sodium and caffeine. Items sold within 30 minutes of the specific end-of-school-day bell (K-6 or 7-12) will be in compliance with nutrition standards.
2. Promote food items to sell or activities (physical or otherwise) in which to participate.
3. Student groups conducting fundraisers which take place off the school campus or outside the school day are encouraged to follow this policy.
4. Outside organizations (e.g., parent groups, booster clubs) conducting fundraisers which take place off the school campus or outside the school day are encouraged to follow this policy.

SUBJECT: WELLNESS POLICY

Celebrations – the district shall:
1. Set guidelines for the frequency and content of classroom and school-wide celebrations where food is served by encouraging healthy options.
2. Promote the use of food items which meet the standards for competitive foods and beverages and promote non-food activities, and discourage foods and beverages which do not meet those standards.
3. Model the healthy use of food as a natural part of celebrations.

II. Physical Activity

Physical activity is an important factor in staying healthy and being ready to learn. The Board encourages every student to develop the knowledge and skills necessary to perform a variety of physical activities, to regularly participate in physical activity, and to appreciate and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, staff, families and community are encouraged to participate in and model physical activity as a valuable part of daily life. The district's physical education program shall adhere to the curricular requirements of the Commissioner of Education and the New York State Learning Standards.

Physical Education
1. Students shall engage in physical education for at least the minimum number of hours or days per week under State requirements.
2. Physical education classes shall incorporate the appropriate NYS Learning Standards.
3. Promote, teach and provide opportunities to practice activities that students enjoy and can pursue throughout their lives (e.g., yoga, fitness walking, step aerobics).
4. The performance of physical activity shall not be used as a form of discipline or punishment.

Recess
1. Maintain daily allotment of recess time for elementary school.
2. Recess shall not be used for punishment or reward.
3. Consider scheduling recess before lunch.
4. If the district is under severe time or space constraints, consider combining recess and physical education, though such activity must comply with the requirements for physical education under Commissioner's Regulations section 135.4.

Physical Activity in the Classroom
1. Promote the integration of physical activity in the classroom.
2. If the district is under severe time or space constraints, consider meeting the state requirements for physical education through collaborative and integrative in-classroom activity, under the supervision of a physical education teacher.

Extracurricular Opportunities for Physical Activity

Promote clubs and activities that meet the various physical activity needs, interests and abilities of all students (e.g., walking, hiking and climbing, snowshoeing).

III. Nutrition Promotion and Education

The Southern Cayuga Central School District believes that nutrition promotion and education is a key component in introducing and reinforcing healthy behaviors in students. Nutrition promotion and education that teaches the knowledge, skills and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition promotion and education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms.

Staff members who provide nutrition promotion and education shall be appropriately certified and trained**.** The district's broader health education program shall incorporate the appropriate New York State Learning Standards.

The Board's goals for nutrition promotion and education include that the district will:

1. Include nutrition education as part of not only health education classes but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects.
2. Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens.
3. Promote fruits, vegetables, whole grain products, low fat dairy products, safe and healthy food preparation methods and health enhancing nutrition practices.
4. Emphasize caloric balance between food intake and energy expenditure.
5. Teach media literacy with an emphasis on food marketing.

IV. Social Emotional Learning

The Southern Cayuga Central School District believes that when students learn about mental health as an important aspect of overall health and well-being, the likelihood increases that they be able to effectively recognize signs and symptoms related to mental health issue in themselves and others and will know where to turn for help.

As part of overall health and wellness, mental health includes developing; a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; the ability to set and achieve goals; recognition of one's creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others and the ability to create and maintain satisfying relationships. Schools play a key role in promoting mental health in all children and young people.

Effective July 1, 2018, New York State Mental Health Education Law – Article 17 Section 804 states that "All schools shall ensure that their health education programs recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity".

The mental health component of the health education curriculum will be developed by the appropriate school instructional staff and district mental health support staff to ensure that school staff has appropriate knowledge and support to address mental health challenges both preventively and

responsively. When appropriate, staff will be encouraged to collaborate with qualified community mental health professionals.

SUBJECT: WELLNESS POLICY

Southern Cayuga CSD will:

1. Provide a curriculum that actively engages and build's students' self-awareness, social awareness, responsible decision-making, self-management and relationship skills, and social and emotional learning,
2. Support staff in accessing resources, tools, and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum,
3. Staff will receive regular training about supporting mental health, recognizing, and responding to mental health needs in an appropriate way.
4. Engage an advisory committee to support wellness efforts.

V. Other School-Based Activities

The Southern Cayuga Central School District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, employee health and wellness activities, limiting the use of food as a reward, reviewing food marketing and advertising in school, hosting or promoting community-wide events and offering wellness-related courses.

Implementation

The Board shall designate the Superintendent to be responsible for ensuring that the provisions of this policy are carried out throughout the district. The Board may also designate one person to ensure that the wellness activities and actions are being implemented at each grade level (K-6, 7-12).

Monitoring and Reviewing

The District Wellness Committee shall report annually to the Board and the public on the implementation and effectiveness of this policy. Every two years, the Superintendent, in consultation with appropriate personnel and advisory committees, shall monitor and review the district's wellness activities to determine whether this policy is having a positive effect on increasing student wellness and decreasing childhood obesity in the district. Based on those results, this policy and the specific objectives set to meet its goals, may be revised as needed.

Parents, students, food service professionals, physical education teachers, school health professionals, school administrators, the general public and the school board shall participate in the development, implementation and periodic review and update of this wellness policy.

SUBJECT: WELLNESS POLICY

The district shall inform and update the public (including parents, students and others in the community) about the content and implementation of this wellness policy.

The district shall monitor and review the implementation and effectiveness of this policy by conducting:

- Periodic informal surveys of building principals, classroom staff and school health personnel to assess the progress of wellness activities and their effects.
- Periodic checks of the nutritional content of food offered in the cafeterias for meals and a la carte items and sales or consumption figures for such foods.
- Periodic checks of the nutritional content of food available in vending machines and sales or consumption figures for such foods.
- Periodic checks of the amount of time students spend in physical education classes, and the nature of those activities.
- Periodic checks of extra-curricular activities of a physical nature and the number of offerings and rates of participation by students.
- Periodic checks of student mastery of the nutrition education curriculum.
- Periodic completion of relevant portions of the CDC school health index.
- Periodic review of data currently collected by the district, including:
  a. Attendance data, particularly absences due to illness;
  b. Test scores;
  c. Rates of suspension, discipline, and violent incidences;
  d. Physical education scores on flexibility, endurance and strength (ie fitness test results);
  e. Student BMI (Body Mass Index) statistics, as collected in accordance with the state department of health efforts;
  f. Revenues generated from vending machines and a la carte food items.
- Periodic surveys of student/parent opinions of cafeteria offerings and wellness efforts.
- Periodic review of professional staff development offerings which focus on student wellness.
- Smarter Lunchrooms Self-Assessment checklist to be completed at least annually to measure recommended improvements.

SCCS BOE reviewed, revised and adopted February 14, 2022
SCCS BOE reviewed & revised June 20, 2016
Adopted; SCCS Board of Education, March 9, 2015
Adopted; SCCS Board of Education, May 9, 2011

SUBJECT: RECORDS MANAGEMENT

The Superintendent will designate a Records Management Officer, subject to Board approval, to develop and coordinate the District's orderly and efficient records management program. Among other aspects, this program includes the legal disposition or destruction of obsolete records and the storage and management of inactive records. The Records Management Officer will work with other District officials to develop and maintain this program.

The District may create a Records Advisory Board to assist in establishing and supporting the records management program. Members of this board may include the District's legal counsel, the fiscal officer, and the Superintendent or designee, among others.

Retention and Disposition of Records

The District will retain records and dispose of them in accordance with the Retention and Disposition Schedule for New York Local Government Records (LGS-1) or as otherwise approved by the Commissioner of Education. Further, if any law specifically provides a retention period longer than that established by this schedule, the retention period established by the law will govern.

Replacing Original Records with Microforms or Electronic Images

The District will follow procedures prescribed by the Commissioner of Education to ensure accessibility for the life of any microform or electronic records that replace paper originals or micrographic copies.

Retention and Preservation of Electronic Records

The District will ensure that records retention requirements are incorporated into any program, plan, or process for design, redesign, or substantial enhancement of an information system that stores electronic records. The District will also ensure that electronic records are not rendered unusable because of changing technology before their retention and preservation requirements expire.

Arts and Cultural Affairs Law Article 57-a
8 NYCRR Part 185

SCCS BOE reviewed, revised and adopted February 14, 2022
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION

The School District values the protection of private information of individuals in accordance with applicable laws and regulations. Further, the District is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private information* in compliance with the Information Security Breach and Notification Act and Board policy.

a) "*Private information*" shall mean ****personal information*** in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:

1. Social security number;

2. Driver's license number or non-driver identification card number; or

3. Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

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

**"*Personal information*" shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

b) "*Breach of the security of the system*," shall mean unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the District. Good faith acquisition of personal information by an employee or agent of the District for the purposes of the District is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

Determining if a Breach Has Occurred

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, the District may consider the following factors, among others:

a) Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or

b) Indications that the information has been downloaded or copied; or

(*continued*)

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (*continued*)

c) Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported; or

d) System failures.

Notification Requirements

a) For any computerized data owned or licensed by the School District that includes private information, the District shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. The District shall consult with the State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.

b) For any computerized data maintained by the District that includes private information which the District does not own, the District shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

Methods of Notification

The required notice shall be directly provided to the affected persons by one of the following methods:

a) Written notice;

b) Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by the District when notifying affected persons in electronic form. However, in no case shall the District require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;

(*continued*)

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (*continued*)

c) Telephone notification, provided that a log of each such notification is kept by the District when notifying affected persons by phone; or

d) Substitute notice, if the District demonstrates to the State Attorney General that the cost of providing notice would exceed $250,000, or that the affected class of subject persons to be notified exceeds 500,000, or that the District does not have sufficient contact information. Substitute notice shall consist of **all** of the following:

1. Email notice when the District has an email address for the subject persons;

2. Conspicuous posting of the notice on the District's website page, if the District maintains one; and

3. Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying District and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, the District shall notify the New York State Attorney General (AG), the New York State Department of Consumer Protection Board (CPB), and the New York State Office of Cyber Security (OCS) as to the timing, content and distribution of the notices and approximate number of affected persons.

In the event that more than five thousand (5,000) New York State residents are to be notified at one time, the District shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with State Technology Law Section 208(2), regarding notification of breach of security of the system for any computerized data owned or licensed by the District that includes private information.

State Technology Law Sections 202 and 208

SCCS BOE adopted April 7, 2014

SUBJECT: SAFETY AND SECURITY

The Board of Education of the Southern Cayuga Central School District hereby declares that it is the policy of this School District to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon District property or who travel in District vehicles for the purposes of the District.

It shall be the responsibility of the Superintendent to establish and carry out written regulations that will:

a) Identify those staff members who will be responsible for the effective administration of the regulations;

b) Provide staff time and other necessary resources for the effective administration of the regulations;

c) Establish periodic written review of the activities of the staff to insure compliance with applicable laws and regulations;

d) Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;

e) Provide for reports to the Board of Education regarding the significant aspects of safety and security of the District.

Labor Law Section 27-a

Student Safety

All staff who are made aware of physical and/or verbal threats to students must immediately report these threats against students to the next level of supervisory authority for prompt action. The immediate supervisor must then inform the Superintendent/designee, including any action taken, after learning of such threats to students.

The District shall disseminate this policy to all employees in order to ensure staff awareness.

Hazard Communication Standard

All personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard.

(continued)

SUBJECT: SAFETY AND SECURITY *(continued)*

The Superintendent/designee shall maintain a current record of the social security numbers of every employee who handles toxic substances.

Rules and regulations will be developed to insure District implementation of this policy which shall include awareness information, employee training and record keeping.

New York State Labor Law Section 27-a
12 New York Code of Rules and Regulations (NYCRR) Part 820 Article 28
Occupational Safety and Health Administration (OSHA)
29 Code of Federal Regulations (CFR) 1910.1200

NOTE: Refer also to Policy #5681 -- School Safety Plans

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed June 10 2013; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies.

These plans will be reviewed by the appropriate team on at least an annual basis and updated as needed by September 1. Specifically, the Board will make each District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plans may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. Additionally, the District-wide school safety plan will designate the Superintendent or designee as the chief emergency officer responsible for coordinating communication between school staff and law enforcement and first responders, and for ensuring staff understanding of this plan. Similarly, the Superintendent will be responsible for ensuring the completion and yearly updating of building-level emergency response plans.

*Although the District has a single school building, in accordance with relevant law and regulation, it will develop separate district-wide and building-level plans as described above. The District may appeal to the Commissioner of Education in order to develop a single comprehensive plan.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level, and has the contents as prescribed in Education Law and Commissioner's regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The District-wide team will include, but not be limited to, representatives of the Board, **student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

The plan will further address, among other items as set forth in Education Law and Commissioner's regulations, how the District will respond to implied or direct threats of violence by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves (e.g. suicide).

(continued)

SUBJECT: SCHOOL SAFETY PLANS *(continued)*

Building-Level Emergency Response Plan

Building-level emergency response plan means a plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

The building-level emergency response plan will be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, law enforcement officials, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Training Requirement

The District will submit certification to the New York State Education Department that all District and school staff have received annual training on the emergency response plan, and that this training included components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire, or as part of the District's existing new hire training program, whichever is sooner.

Filing/Disclosure Requirements

The District will file a copy of its District-wide school safety plan and any amendments with the Commissioner of Education no later than 30 days after its adoption. A copy of each building-level emergency response plan and any amendments will be filed with the appropriate local law enforcement agency and with the state police within 30 days of its adoption. Building-level emergency response plans will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8
Homeland Security Act of 2002, 6 USC § 101
Education Law §§ 807, 2801-a
Public Officers Law Article 6
8 NYCRR § 155.17

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed & revised March 13, 2017
SCCS BOE reviewed & revised June 10, 2013
SCCS BOE reviewed May 11 2009; no changes made

SUBJECT: CRISIS RESPONSE (POST INCIDENT RESPONSE)

When a crisis arises no school system is immune to the negative, physical or mental effect on its students, staff and the local community. Immediate, effective and responsible management and communication can address the crisis and maintain a District's integrity and credibility. Therefore, the District shall develop and maintain a unified position by:

a) Identifying a crisis response team to develop a plan and maintain a strong, ongoing communications program in each school. This is the foundation for long range success.

b) Identifying a media spokesperson who will be briefed on all details. This spokesperson shall be the Superintendent or his/her designee. Only this spokesperson shall talk to and maintain a timely flow of information to the media.

The Superintendent/designee shall be responsible for informing staff of the crisis plan that is to be developed by both administration and the crisis response team.

NOTE: Refer also to Policy #5681 -- School Safety Plans

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed June 10 2013; no changes made
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS

Fire and Emergency Drills

The administration of each school building will instruct and train students on appropriate emergency responses, through fire and emergency drills, in the event of a sudden emergency.

Fire and emergency drills will be held at least 12 times in each school year; eight of these will be evacuation drills and will be completed by December 31. Four of these eight required drills will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits, and the other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.

Summer School

At least two additional drills will be held during summer school in buildings where summer school is held, and one of these drills will be held during the first week of summer school.

After-School Programs, Events, or Performances

The building principal or designee will require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of these programs the procedures to be followed in the event of an emergency.

Bomb Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal act. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school. This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat-location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Implementation

The Superintendent or designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide school safety plan and the building-level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building-level emergency response plans; and the annual review of the District-wide and building-level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.

(continued)

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS *(continued)*

Bus Emergency Drills

The administration will conduct a minimum of three emergency drills to be held on each school bus during the school year. The first drill will be conducted during the first seven days of school, the second drill between November 1 and December 31, and the third drill between March 1 and April 30. No drills will be conducted when buses are on routes.

Students who ordinarily walk to school will also be included in the drills. Students attending public and nonpublic schools who do not participate in regularly scheduled drills will also be provided drills on school buses, or as an alternative, will be provided classroom instruction covering the content of these drills.

Each drill will include practice and instruction in the location, use, and operation of the emergency door, fire extinguishers, first-aid equipment, and windows as a means of escape in the event of fire or accident. Similarly, students will be instructed on all topics mandated by relevant sections of the Education Law and Commissioner's regulations, including, but not limited to, the following:

a) Safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking;
b) Advancing at least ten feet in front of the bus before crossing the highway after disembarking; and
c) Orderly conduct as bus passengers.

Instruction on Use of Seat Belts

When students are transported on school buses equipped with seat safety belts, the District will ensure that all students who are transported on any school bus owned, leased, or contracted for by the District will receive instruction on the use of seat safety belts. This instruction will be provided at least three times each year to both public and nonpublic school students who are so transported and will include, but not be limited to:

a) Proper fastening and release of seat safety belts;
b) Acceptable placement of seat safety belts on students;
c) Times at which the seat safety belts should be fastened and released; and
d) Acceptable placement of the seat safety belts when not in use.

Education Law §§ 807, 2801-a and 3623
Penal Law §§ 240.55, 240.60 and 240.62
8 NYCRR §§ 155.17, 156.3(f), 156.3(g), and 156.3(h)(2)

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed & revised March 13, 2017
SCCS BOE reviewed & revised June 10, 2013
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ANTHRAX AND OTHER BIOLOGICAL TERRORISM: PREVENTION PROTOCOLS/PROTOCOLS FOR MAIL HANDLING

The School District shall assess and review their protocols for handling incoming mail or packages. Common sense and care should be used in inspecting and opening mail or packages. Whenever feasible, the opening of mail should be limited to one (1) individual staff member in an area that is separate from other accessible areas within the school building, including the main office.

Additionally, precautions will be taken for those staff members responsible for handling letters or packages such as making available protective gloves to be worn when handling mail and providing appropriate training and protocols for the handling of mail and identifying suspicious envelopes or packages.

The building administrator should limit the area and persons exposed to the threat. Immediately after identifying the threat, the building administrator/designee shall notify the Superintendent/ designee, dial 911 and/or the local law enforcement authorities according to the procedures identified in the applicable School Safety Plan.

As far as possible, the school will attempt to limit the area and the persons exposed to the threat and will not allow anyone other than qualified emergency personnel to enter. Custodial and maintenance personnel will follow established procedures for quickly shutting down the building(s) heating/air conditioning/and ventilation systems if possible and as may be deemed necessary.

Furthermore, the building administrator/designee shall, as soon as possible, make a list of all persons who have been identified as having actual contact with the powder or other suspicious element, such as anthrax, for investigating authorities.

Administration shall review and revise, as appropriate, their school safety plans; and provide information regarding applicable safety prevention and response procedures to all staff.

All threats to school buildings and/or its occupants shall be treated seriously. All threats shall be treated as criminal actions and measures shall be taken to preserve the evidence.

Under no circumstances shall students be permitted to organize and/or handle School District mail.

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed & revised June 10, 2013
SCCS BOE reviewed June 10 2013; no changes made
SCCS BOE reviewed & revised April 25, 2012
SCCS BOE reviewed & adopted revisions, May 26, 2009
Revised April 27, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CARDIAC AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs) IN PUBLIC SCHOOL FACILITIES

The Southern Cayuga Central School District shall provide and maintain on-site in each *instructional school facility* functional cardiac automated external defibrillator (AED) equipment as defined in Public Health Law Section 3000-b for use during emergencies. Each such facility shall have sufficient automated external defibrillator equipment available to ensure ready and appropriate access for use during emergencies in quantities and types as deemed by the Commissioner of Education, in consultation with the Commissioner of Health. Determination of the quantity and placement of AEDs must be made with consideration of at least the factors enumerated in Commissioner's Regulations. *An instructional school facility means a building or other facility maintained by the School District where instruction is provided to students pursuant to its curriculum.*

Whenever an *instructional School District facility* is used for a school-sponsored or school-approved curricular or extracurricular event or activity and whenever a *school-sponsored athletic contest* is held at <u>any</u> location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure that AED equipment is provided on-site and that there is present during such event, activity or contest at least one staff person who is trained in accordance with Public Health Law in the operation and use of an AED. *School-sponsored or school-approved curricular or extracurricular events or activities means events or activities of the School District that are, respectively, associated with its instructional curriculum or otherwise offered to its students. A school-sponsored athletic contest means an extra class intramural athletic activity of instruction, practice and competition for students in grades 4 through 12 consistent with Commissioner's Regulations Section 135.4.*

Where a *school-sponsored competitive athletic event* is held at a site other than a School District facility, School District officials shall assure that AED equipment is provided on-site by the sponsoring or host district and that at least one staff person who is trained, in accordance with Public Health Law, in the operation and use of the AED is present during such athletic event. *A school-sponsored competitive athletic event means an extra class interscholastic athletic activity of instruction, practice and competition for students in grades 7 through 12 consistent with Commissioner's Regulations Section 135.4.*

School District facilities and District staff responsible for carrying out the duties enumerated in Education Law Section 917 are deemed a "public access defibrillation provider" as defined pursuant to Public Health Law Section 3000-b and subject to the Public Health Law requirements and limitations.

(continued)

SUBJECT: CARDIAC AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs) IN PUBLIC SCHOOL FACILITIES *(continued)*

Therefore, it is the policy of our Southern Cayuga Central School District to provide proper training requirements for District AED users, to ensure the immediate calling of 911 and/or the community equivalent ambulance dispatch entity whenever the AED is used, to ensure ready identification of the location of the AED units as enumerated in the District's Public Access Defibrillation Collaborative Agreement.

The District will provide for regular maintenance and checkout procedures of the AED unit(s) which meet or exceed manufacturer's recommendations. Appropriate documentation will be maintained in accordance with law and/or regulation. Further, the District will participate in the required Quality Improvement Program as determined by the Regional Emergency Medical Services Council.

Pursuant to Public Health Law Sections 3000-a and 3000-b, the School District (as a public access defibrillation provider), or any employee or other agent of the School District who, in accordance with the provisions of law, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED to a person who is unconscious, ill or injured, shall not be liable for damages for injury or death unless caused by gross negligence.

Education Law Section 917
Public Health Law Sections 3000-a and 3000-b
8 New York Code of Rules and Regulations
(NYCRR) Sections 135.4 and 136.4

SCCS BOE reviewed May 9, 2022; no changes made
SCCS BOE reviewed June 10 2013; no changes made
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT AND ON SCHOOL BUSES

It is the Board of Education's responsibility to ensure the safety of the District's students, staff, facilities and property. While the Board of Education recognizes the importance of privacy, it has authorized the use of surveillance cameras on District property, including in school buildings, school facilities, as well as on school buses, when necessary. These surveillance cameras will help to assist the Board in maintaining the overall safety and welfare of the District's students, staff, property and visitors, as well as to deter theft, violence and other criminal activities.

Further, surveillance cameras will only be placed in public or common areas, such as stairwells, hallways, cafeterias, parking lots or playgrounds, and not in private areas such as locker rooms, bathrooms or other areas in which individuals have a reasonable expectation of privacy.

Disciplinary Proceedings

Audio and video recordings or footage from District surveillance cameras may be used in student or employee disciplinary proceedings, as appropriate.

Signage/Notification

The District will place signage at entrances to the school campus or at major entrances into school buildings notifying students, staff as well as any visitors of the District's use of surveillance cameras. Students and staff will also receive additional notification, as deemed appropriate by the Superintendent, regarding the use of its surveillance cameras through means such as publication in the District calendar, employee handbook, and/or the student handbook.

Maintenance of Video Recordings

Any video surveillance recording in the schools, on school buses, or on school property, on tape, CD, or digitally, will be the sole property of the District and stored in its original form and in a secure location to avoid tampering and also to ensure its confidentiality in accordance with relevant law and regulations.

In addition, to the extent that any video images create student or personnel records, the District will comply with all applicable state and federal laws related to record retention, record maintenance and record disclosure, including the Family Educational Rights and Privacy Act ("FERPA").

SCCS BOE Reviewed February 27, 2023; no changes made
SCCS BOE reviewed January 23, 2017

SUBJECT: EXPOSURE CONTROL PROGRAM

The District shall establish an exposure control program designed to prevent and control exposure to bloodborne pathogens. According to the New York State Department of Labor's Division of Safety and Health and OSHA standards, the program shall consist of:

a) Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.

b) Written standard operating procedures for blood/body fluid clean-up.

c) Appropriate staff education/training.

d) Evaluation of training objectives.

e) Documentation of training and any incident of exposure to blood/body fluids.

f) A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and HIV.

g) Written procedures for the disposal of medical waste.

h) Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

Occupational Safety & Health Administration (OSHA)
29 Code of Federal Regulations (CFR) 1910.10:30

SCCS BOE reviewed June 10 2013; no changes made
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: COMMUNICABLE DISEASES

Regulations and procedures will be developed for dealing with communicable diseases in ways that protect the health of both students and staff while minimizing the disruption of the education process.

SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HUMAN IMMUNODEFICIENCY VIRUS (HIV) RELATED ILLNESSES

The Board of Education contends that a student shall not be denied the right to attend school or continue his/her education nor shall an employee be denied the right to continue his/her employment who has been diagnosed or identified as having a positive blood test for the antibodies to the Human Immunodeficiency Virus (HIV). The Board further contends that under current law and regulations, the disclosure of confidential HIV-related information shall be strictly limited.

Administrative regulations and procedures shall be developed and implemented by the administration based on recommendations from the New York State Education Department and from consultation with appropriate professional and medical staff in the District.

The Superintendent shall also establish protocols for routine sanitary procedures for dealing with the cleaning and handling of body fluids in school, with special emphasis placed on staff awareness.

Confidentiality: Public Health Law, Article 27-F

SCCS BOE reviewed June 10 2013; no changes made
SCCS BOE reviewed May 11 2009; no changes made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TRANSPORTATION PROGRAM

Student transportation is a major function of our educational process. It requires special attention so the greatest benefit will accrue to the school district from the dollars expended. It is important to set forth the major objectives which serve as a guide in the management of the student transportation program. These objectives include the following:

a) To provide transportation services that meet the needs of the students of the district within specified limits and areas established by the Board of Education;

b) To provide the safest transportation possible;

c) To operate the transportation program efficiently and economically;

d) To maintain conditions on the buses which are conducive to the best interest of the pupils;

e) To promote a public understanding of the transportation program;

f) To comply with state laws, regulations and mandates;

Education Law Sections 3602(7) and 3635 et seq.

SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
SCCS BOE revised and approved October 27, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Employees who use personal vehicles for school business shall be reimbursed at the established rate, as set by the Board of Education, upon the receipt of an itemized claim form.

Such reimbursement will take place only if the personnel involved has received prior approval for the use of his/her automobile from the Superintendent of Schools or his/her designee.

Employees who use their personal vehicles for school business assume all risk and insurance liability. Any traffic or moving violation incurred are the sole responsibility of the employee.

Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUS SCHEDULING AND ROUTING

Bus routes are authorized by the Board of Education per the recommendation of the Transportation Supervisor.

Transportation services shall be provided to meet the needs of the students of the District within specified limits and areas established by the Board of Education.

Eligibility Requirements

All students will be eligible for transportation to and from District schools and others in accordance with law. Because of safety concerns that are relevant to our District, SCCS exceeds the state law recommendations by bussing all resident students to the District's schools.

Limitations

Regular bus routes within the District will be established so, in general, a student spends no more than 90 minutes one way on a bus from the time of loading to the time of discharge with the understanding that the time on the bus one way will be kept as close to 75 minutes or less per run. Extenuating circumstances may lead to trips beyond these limitations. Students who ride regular bus runs and transfer to other bus runs for transfer to private, parochial or other public schools may also exceed these limitations. Bus runs outside the District may also lead to trips beyond the limitations.

District Maps

District maps with locations of each student are maintained in the Transportation Department.

Education Law Sections 3621 and 3635

NOTE: Refer also to Policy #5730—Transportation of Students

SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
SCCS BOE reviewed & revised April 12, 2010
SCCS BOE revised & adopted, November 10, 2008
Revised: 9/16/08; 10/21/08
Adopted: 6/7/04

SUBJECT: TRANSPORTATION OF STUDENTS

Requests for Transportation to and from Non-Public Schools

The parent/guardian and/or person in parental relation of a parochial or private school child residing in the School District who desires that the child be transported to a parochial or private school outside of the School District during the next school year should submit a written request to the Board of Education no later than April 1 of the preceding year, or within thirty (30) days of moving into the District. No late request of a parent/guardian and/or person in parental relation shall be denied where a reasonable explanation is provided for the delay.

Transportation services provided to public school pupils will be offered equally to all resident private and parochial school children in like circumstances. All resident children going to private, public and parochial schools between one half mile and 15 miles will be transported. Transportation will be provided beyond the 15 mile limit if the school district has transported to that school one of the three preceding years and a centralized pickup point is established located not more than 15 miles from the non-public school. Students may be provided transportation other than as provided above with voter approval. Mileage is measured from the pupil's home to the school he or she is legally attending with a school vehicle and recorded in the Transportation Office.

If bus routes that are established for students attending non-public schools within the required 15 miles pass households of students outside of the 15 miles, pick-up and drop-off accommodations will be allowed. If the routes change, the rules for transportation outside of the 15 miles will apply and past practice will not bind the District.

Transportation of Students with Disabilities

Students with disabilities in the District shall be transported up to fifty (50) miles (one way) from their home to the appropriate special service or program, unless the Commissioner certifies that no appropriate non-residential special service or program is available within fifty (50) miles. The Commissioner may then establish transportation arrangements.

Drivers will not enter houses or schools for the purpose of picking up or discharging these pupils. It is expected that parents will be at the home and trained instructional or non-instructional staff members at the school will be available to assist the children into the school. Bus attendants will be utilized where deemed necessary by the Business Administrator.

Transportation of Non-Resident Students

The District shall not extend its bus routes outside of the District to pick up non-resident students.

(continued)

SUBJECT: TRANSPORTATION OF STUDENTS *(continued)*

Transportation to School Sponsored Events

Where the District has provided transportation to students enrolled in the District to a school-sponsored field trip, extra-curricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the District unless the parent or legal guardian of a student participating in such event has provided the District with written notice, consistent with District policy, authorizing an alternative form of return transportation for such student or unless intervening circumstances make such transportation impractical. In cases where intervening circumstances make transportation of a student back to the point of departure or to the appropriate school in the District impractical, a representative of the School District shall remain with the student until such student's parent or legal guardian has been contacted and informed of the intervening circumstances which make such transportation impractical; and the student has been delivered to his/her parent or legal guardian.

Post Secondary Transportation

The District will continue to encourage secondary students to pursue courses in neighboring post secondary schools. However, transportation to these schools will not be the responsibility of the School District.

Transportation on Saturdays, Sundays, Holidays or Summer Recess

Transportation shall be provided on Saturdays, Sundays and/or holidays for resident, District public school pupils who are under the supervision of certified instructional staff members from school to sponsored activities, and returned to school. (No home to school transportation.)

Transportation to private or parochial schools and/or schools for pupils with disabilities on these days shall be provided only as required by law.

Transportation shall not be provided during the summer recess months unless specifically authorized by the Board of Education.

Transportation to and from Day Care Locations

Definition: Babysitter or day care center location - A babysitter or day care center is a location where the student(s) are cared for on a regular basis when school is in session.

Parents/guardians and/or persons in parental relation may request transportation of their children to or from the residence of a babysitter or day care center if the following conditions are met.

(continued)

SUBJECT: TRANSPORTATION OF STUDENTS *(continued)*

The babysitter or day care center is:

a) within the Southern Cayuga Central School District;

b) meeting the criteria of mileage restrictions as set forth in the transportation policy;

c) verified as indicated on the application as the babysitter or day care center attended by the child.

The deadline for the request is August 15.

Extenuating Circumstances

When truly extenuating circumstances can be documented, parents/guardians and/or persons in parental relation must reapply for transportation to the new babysitter or day care center following the procedure outlined above. The same eligibility requirements will be in force. Upon approval, the transportation department will begin services as soon as possible.

Education Law Sections 1604, 1709, 1804, 1903, 1950, 2503, 2554, 2590-e, 3635, 4401(4), 4404, and 4405

SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
SCCS BOE revised and approved October 27, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PERSONNEL AUTHORIZED TO TRANSPORT STUDENTS

Bus Drivers

Only employees who have the appropriate operator license for the vehicles being operated and who have complied with the regulations of the Department of Motor Vehicles and the Commissioner of Education may drive students to and from home on regularly scheduled routes. No other person may operate a school bus on a regularly scheduled route for the purpose of transporting students to or from school.

No one other than the above mentioned driver may drive a school-owned vehicle having a pupil capacity of greater than 15 passengers.

School vehicles having capacities of less than 16 passengers may be driven by regular bus drivers or employees appointed as occasional bus drivers, as well as certified members of the instructional staff or volunteer drivers, appointed by the Board of Education; however, the latter may not drive on regularly scheduled routes.

Transporting Pupils in Privately Owned Vehicles

Only under extenuating circumstances and with the consent of the parent/guardian and/or person in parental relation, students may be transported in privately owned vehicles providing the following has been satisfied.

a) The school employee has a valid New York State driver's license

b) The vehicle has received a satisfactory safety inspection by a designated person in the transportation department.

c) The vehicle has an approved New York State inspection certification.

d) Employees who use their personal vehicles for school business assume all risk and insurance liability.

e) The driver has complied with all the rules and regulations of the Commissioner of Motor Vehicles and the State Education Department.

f) Prior approval must be granted by the Superintendent of Schools or his/her designee.

NOTE: Refer also to Policy #5630 -- Qualifications of Bus Drivers

Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ALLOWABLE USE OF BUSES

Southern Cayuga buses are available to be rented to organizations during periods when the vehicles are not required for school transportation of students and operational needs.

All bus transportation requests will:

1. Be subject to rental fees. The rental fee will be determined by the SCCS Transportation Department.
2. Be made in writing to the SCCS Transportation Department and approved by the Superintendent or her/his designee.
3. Be required to be in compliance with the SCCS Code of Conduct, including no drinking and all vehicles are tobacco-product free.
4. Use an SCCS BOE approved bus driver.
5. Be required to have a Certificate of Insurance from the organization that is renting the bus.

The Board of Education must approve any exceptions.

Reviewed, revised & readopted, SCCS BOE October 14, 2014
Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 (originally called *Use of Buses by Community Groups*)

SUBJECT: SCHOOL BUS SAFETY PROGRAM

The safe transportation of students to and from school is of primary concern in the administration of the school bus program. All state laws and regulations pertaining to the safe use of school buses shall be observed by drivers, students and school personnel.

To assure the safety and security of students boarding or exiting school buses on school property, it shall be unlawful for a driver of a vehicle to pass a stopped school bus when the red bus signal is in operation.

The Transportation Supervisor, 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. In order to ensure maximum safety to those riding school buses, it is necessary that students and drivers cooperate in this effort. There is no substitute for training to develop safe habits in pedestrian and vehicular traffic.

All buses and other vehicles owned and operated by the School District will have frequent safety inspections and will be serviced regularly. The Transportation Supervisor will maintain a comprehensive record of all maintenance performed on each vehicle.

Every bus driver is required to report promptly any school bus accident involving death, injury, or property damage. All accidents, regardless of damage involved, must be reported at once to the Transportation Supervisor.

Seat Belts

Legislation passed by the New York State Legislature in August, 1986, provides that all school buses manufactured after July 1, 1987, be equipped with seat belts for student use. All school district buses manufactured after July 1, 1987, are presently equipped with seat belts. Beginning in September 2012, all students will be required to wear seat belts for all transportation to and from school and school-related activities.

Bus Stops

Authorized bus stops will be located at convenient intervals in places where pupils may be loaded and unloaded, may cross highways and may await the arrival of buses with the utmost safety allowed by road conditions. Generally no students will be required to cross the following more heavily traveled highways where line of sight may cause a problem: Route 38, Route 34B, Route 34, Route 90.

When possible, all loading and unloading along the aforementioned highways will be accomplished at the student's residence side of the street where line of sight is limited.

(continued)

SUBJECT: SCHOOL BUS SAFETY PROGRAM *(continued)*

Dangerous Intersections

Because of the poor visibility, speed limit and steep grades of Route 90 just west of Genoa, buses will not cross Route 90 going in either direction on Indian Field Road. In addition, no bus may make a left-hand turn at the intersection.

Buses headed south on Route 13 in Ithaca will not turn right onto Buffalo Street.

Bus Stop Policy

The Board of Education retains its prerogative to determine which roads in the school district shall be used for transportation routes. The bus driver retains the prerogative of using discretion in continuing a route when safety factors are a consideration. Notwithstanding the above, bus stops will be located in accordance with the following criteria.

a) Designated Bus Stops – In the case of adjacent properties along a highway or road (not within a village or town) normally traveled by a bus in the course of its route, stops shall be combined where the distance between stops does not exceed 600 feet for students in grades 5-12 and 300 feet for students in K-4. All students outside the village properties will have portal-to-portal pick-up and delivery January 1 through March 15.

b) Village Properties – Within the central areas of any village, town or densely populated area, designated bus stops may be determined where the walking distance does not exceed one half of a mile. When intersecting roads are on the bus route, the corner of such intersecting roads will be the bus stop.

c) Spurs – The Superintendent of Schools will have discretion on bus stops on spurs. A spur is defined as a portion of a bus route in a situation where the bus proceeds a short distance on a second road, turns around and returns to the original road.

d) Riding Different Bus – A bus shall not be expected to deviate from its scheduled route when children who do not ordinarily ride that route do so and the location of their stop is not on the route of that particular bus. In this instance, children, with the consent of the parent/guardian and/or person in parental relation, will be discharged at the closest location of their stop while on the scheduled route.

e) Students with Disabilities – Students with temporary disabilities may, with the approval of the Superintendent of Schools, receive portal-to-portal service. Students with disabilities, as determined by the Committee on Special Education, will receive portal-to-portal service.

Exceptions can be made to the above by the Superintendent of Schools in the interest of safety.

(continued)

SUBJECT: SCHOOL BUS SAFETY PROGRAM *(continued)*

Side Roads

Transportation will not be provided:

a) on side roads that are not maintained by the highway department;

b) beyond:

1. Baylor's (#3990) driveway going east on Mather's Road, in winter conditions;
2. Evan's (#806) driveway going west on Little Gully Road;
3. DeVaul's (#3527) driveway going east on Ensnore Road;

c) when deemed unsafe by the Superintendent of Schools.

Private Roads

Transportation will not be provided on highways that have not been dedicated and/or maintained by town, county and/or state highway departments

Turnarounds

Turnarounds will not be established unless adequate space is available and this space is properly maintained by town, county and/or state highway departments.

Education Law Section 3623
8 New York Code of Rules and Regulations
(NYCRR) Section 156.3
Vehicle and Traffic Law
Section 1174, subdivisions a and b

NOTE: Refer also to Policy #5761 -- Drug and Alcohol Testing for School Bus Drivers and Other Safety-Sensitive Employees

SCCS BOE reviewed & revised March 26, 2012
Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: QUALIFICATIONS OF BUS DRIVERS

A person shall be qualified to operate a bus only if such person:

a) Is at least twenty-one (21) years of age;

b) Has been issued a currently valid driver's license or permit which is valid for the operation of a bus in New York State;

c) Has passed the annual bus driver physical examination administered pursuant to Regulations of the Commissioner of Education and the Commissioner of Motor Vehicles. In no case shall the interval between physical examinations exceed a twelve-month period;

d) Is not disqualified to drive a motor vehicle under Sections 509-c and 509-cc and any other provisions of Article 19-A of the Vehicle and Traffic Law;

e) Has on file at least three (3) statements from three (3) different persons who are not related to the driver/applicant pertaining to the moral character and to the reliability of such driver/applicant;

f) Has completed, or is scheduled to complete, State Education Department safety programs as required by law;

g) Is in compliance with federal law and regulations, as well as District policy and/or regulations, as it pertains to meeting the standards governing alcohol and controlled substance testing of bus drivers if and when applicable.

h) Has taken and passed a physical performance test at least once every two (2) years and/or following an absence from service of sixty (60) or more consecutive days from his/her scheduled work duties;

i) Is in compliance with all other laws and regulations for operating a school bus, including licensing and training requirements.

SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
Southern Cayuga Central School Policy Book

(continued)

SUBJECT: QUALIFICATIONS OF BUS DRIVERS *(continued)*

Special Requirements For New Bus Drivers

Before employing a new bus driver, the Superintendent or his/her designee shall:

a) Require such person to pass a physical examination within four (4) weeks prior to the beginning of service;

b) Obtain a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three (3) years;

c) Investigate the person's employment record during the preceding three (3) years;

d) Require such person to submit to the mandated fingerprinting procedures;

e) Request the Department of Motor Vehicles to initiate a criminal history check;

f) Require that newly hired bus drivers take and pass the physical performance test, as mandated by Commissioner's Regulations, before they transport students.

Sections 509-c, 509-cc, and Article 19-A of the Vehicle and Traffic Law
Education Law Section 3624
15 New York Code of Rules and Regulations (NYCRR) Part 6
8 New York Code of Rules and Regulations (NYCRR) Section 156.3
Omnibus Transportation Employee Testing Act of 1991 (Public Law 102-143)
49 United States Code (USC) Section 521(b)
49 Code of Federal Regulations (CFR) Parts 40, 382, 391, 392, and 395

NOTE: Refer also to Policy #5761 -- Drug and Alcohol Testing For School Bus Drivers and Other Safety-Sensitive Employees

SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND OTHER SAFETY-SENSITIVE EMPLOYEES

In accordance with federal regulations, employees in safety-sensitive positions as defined in regulations, including school bus drivers who are required to have and use a commercial drivers license (CDL), are now subject to random testing for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP). The District shall adhere to federal law and regulations requiring the implementation of a drug and alcohol testing program for such employees in safety-sensitive positions.

The District shall either establish and manage its own program, by contract, or through a consortium for the provision of alcohol and drug testing of employees in safety-sensitive positions. Safety-sensitive employees (SSE), including school bus drivers and occasional drivers who drive a vehicle which is designed to transport passengers (including the driver), shall be subject to this requirement.

Federal regulations require that the District test school bus drivers and other SSEs for alcohol and drugs at the following times:

a) Drug testing will be conducted after an offer to hire, but before actually performing safety-sensitive functions for the first time. Such pre-employment testing will also be required when employees transfer to a safety-sensitive position.

b) Safety-sensitive employees are also subject to a random drug and/or alcohol test on an unannounced basis just before, during or just after performance of safety-sensitive functions.

c) In addition, testing will be ordered if a trained supervisor has a "reasonable suspicion" that an employee has engaged in prohibited use of drugs and/or alcohol.

d) There will also be post accident testing conducted after accidents on employees whose performance could have contributed to the accidents.

e) Finally, return-to-duty and follow-up testing will be conducted when an individual who has violated the prohibited alcohol and/or drug conduct standards returns to performing safety-sensitive duties. Follow-up tests are unannounced and at least six (6) tests must be conducted in the first twelve (12) months after an employee returns to duty. Follow-up testing may be extended for up to sixty (60) months following return-to-duty.

All employee drug and alcohol testing will be kept confidential and shall only be revealed without the driver's consent to the employer, a substance abuse professional, drug testing laboratory, medical review officer and any other individual designated by law.

(continued)

SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND OTHER SAFETY-SENSITIVE EMPLOYEES *(continued)*

The following alcohol and controlled substance-related activities are prohibited by the Federal Highway Administration's drug use and alcohol misuse rules for drivers of commercial motor vehicles and other SSEs:

a) Reporting for duty or remaining on duty to perform safety-sensitive functions while having an alcohol concentration of 0.04 or greater.

b) Being on duty or operating a commercial motor vehicle (CMV) while the driver possesses alcohol, unless the alcohol is manifested and transported as part of a shipment. This includes the possession of medicines containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken.

c) Using alcohol while performing safety-sensitive functions.

d) Using alcohol four (4) hours or less before duty.

e) When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

f) Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion or follow-up testing requirements.

g) Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the SSE uses any controlled substance. This prohibition does not apply when instructed by a physician who has advised the SSE that the substance does not adversely affect the SSE's ability to safely operate a CMV.

h) Reporting for duty, remaining on duty or performing a safety-sensitive function, if the SSE tests positive for controlled substances.

Drivers and other SSEs who are known to have engaged in prohibited behavior with regard to alcohol misuse or use of controlled substances are subject to disciplinary action and penalties pursuant to District policy and collective bargaining agreements, as well as the sanctions provided for in federal law. SSEs who have engaged in such prohibited behavior shall not be allowed to perform safety-sensitive functions until they are:

a) Evaluated by a substance abuse professional (SAP).

(continued)

SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND OTHER SAFETY-SENSITIVE EMPLOYEES *(continued)*

b) Complete any requirements for rehabilitation as set by the District and the SAP.

c) Pass a return-to-duty test with the result below 0.02 if the conduct involved alcohol, or a controlled substance test with a verified negative result if the conduct involved controlled substance use.

d) The SSE shall also be subject to unannounced follow-up alcohol and controlled substance testing. The number and frequency of such follow-up testing shall be as directed by the SAP, and consist of at least six (6) tests in the first twelve (12) months.

The Superintendent of Schools shall ensure that each SSE receives a copy of District policy, educational materials that explain the requirements of the alcohol and drug testing regulations, and any regulations and/or procedures developed by the District with respect to meeting those requirements. The Superintendent or his/her designee shall ensure that a copy of these materials is distributed to each SSE, who shall sign for receipt of all of the above documents, as well as other appropriate personnel, prior to the start of alcohol and controlled substance testing as well as at the beginning of each school year or at the time of hire for any safety-sensitive employees. Representatives of applicable collective bargaining units shall be notified of the availability of this information.

The Superintendent or his/her designee shall arrange for training of all supervisors who may be utilized to determine whether "reasonable suspicion" exists to test a driver for prohibited conduct involving alcohol or controlled substance use/abuse.

Any violation of this policy and/or District procedures, and applicable federal and state laws by a covered employee shall be grounds for disciplinary action including, but not limited to, fines, suspension, and/or discharge in a manner consistent with District policy, collective bargaining agreements and applicable law.

Omnibus Transportation Employee Testing Act of 1991; (Public Law 102-143)
49 United States Code (USC) Section 521(b)
49 Code of Federal Regulations (CFR) Parts 40, 382, 391, 392 and 395

SCCS BOE reviewed and revised March 25, 2019
SCCS BOE reviewed and re-adopted June 13, 2011; no revision made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUS ACCIDENTS OR BREAKDOWNS

All buses have communication resources (i.e. radios or cell phones) for constant contact with the bus garage. Each bus has an emergency procedures manual which lists telephone numbers to be used to summon help in case of an emergency. As per regulations, all buses complete annual bus safety drills with students and drivers. Under no circumstances should the driver leave the bus and pupils. The bus driver's responsibility is to remain with the pupils to protect them from injury.

Reviewed, revised & readopted, SCCS BOE June 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

NUMBER

PERSONNEL

Safe and Healthy Work Environment 6100
1.1 Code of Ethics for All District Personnel 6110
1.2 Equal Employment Opportunity 6120
1.2.1 Sexual Harassment of District Personnel 6121
1.2.2 Complaints and Grievances by Employees 6122
1.2.3 Assignment, Reassignment and Transfer 6123
1.2.4 Employer/Employee Relations 6124
1.3 Evaluation of Personnel: Purposes 6130
1.4 Health Examinations 6140
1.5 Alcohol, Drugs and Other Substances (School Personnel) 6150
1.5.1 Drug-Free Workplace 6151
1.6 Professional Growth/Staff Development 6160
1.7 Fingerprinting of Prospective School Employees 6170
1.8 Consultants 6180

CERTIFIED PERSONNEL

2.1 Certified Personnel 6210
2.1.1 Recruitment 6211
2.1.2 Certification 6212
2.1.2(i) Incidental Teaching 6212.1
2.1.3 Probation and Tenure 6213
2.1.3(i) Disciplining of a Tenured Teacher or Certified Personnel 6213.1
2.1.4 Professional Staff: Separation 6214
2.1.5 Employment of Relatives of Board of Education Members 6215
2.2 Temporary Personnel 6220

SUPPORT STAFF

3.1 Appointment - Support Staff 6310
3.1.1 School Safety Officer 6312
3.2 Employment of Aides 6320

ACTIVITIES

4.1 Maintaining Discipline and Conduct 6410
Use of Email in the School District 6411
4.2 Employee Personnel Records and Release of Information 6420
4.3 Employee Activities 6430
4.4 Negotiations 6440
4.5 Theft of Services or Property 6450
4.6 Jury Duty 6460
4.7 Staff Use of Computerized Information Resources 6470

COMPENSATION AND RELATED BENEFITS

5.1 Health Insurance 6510
5.2 Workers' Compensation 6520
5.3 Payroll Deductions 6530
5.3.1 Tax-sheltered Annuities 6531
5.4 Defense and Indemnification of Board Members and Employees 6540
5.5 Leaves of Absence 6550
5.5.1 Family and Medical Leave Act 6551
Telecommuting and Remote Work 6570

SUBJECT: SAFE AND HEALTHY WORK ENVIRONMENT

The Southern Cayuga Central School District strives to provide a safe and healthy work environment by identifying risks and minimizing hazards to its employees, the community and the environment. This will be accomplished through compliance with regulations, commitment of resources, ongoing training and employee involvement. Management provides the necessary leadership and commitment to ensure that the resources are available to develop, operate and maintain the health, safety and environmental program to achieve our objectives. Southern Cayuga Central School District employees are responsible for identifying health, safety and environmental concerns and in participating in solutions to these concerns.

SCCS BOE adopted September 27, 2011, New Policy

SUBJECT: IDENTIFICATION BADGES

The Southern Cayuga Central School District is committed to providing a safe and secure environment for our students and employees. The district will issue Identification (ID) Badges to all full-time and part-time employees. The identification badge serves the dual purpose of allowing access to secured areas as well as readily identifying school district employees and other authorized personnel. In addition, the identification badges will provide measured protection against unauthorized personnel and intruders from entering district buildings.

Employees and Temporary Staff

Identification Badges will be issued by the district office administrator to all existing and new employees. The badges will include the employee's name and photo, together with building and/or district information. Badges shall be worn during the school day and when advising or chaperoning school-sponsored activities.

Long-term substitute teachers and student teachers who are assigned to district buildings for an extended period of time may be issued a regular ID badge by the district office. Short-term substitute teachers, other temporary employees and contract staff will be required to sign in each time they enter a district building. A non-picture ID badge (visitor or other temporary badge) will be issued to staff members in this category and it will be their responsibility to return the badge upon leaving the building each day.

The ID badge is the property of the School District and may only be used by the individual to whom it was issued. Employees may not loan their ID badge to anyone for any reason. Upon separation from employment, employees are required to return the ID badge.

Visitors

Visitors, including approved volunteers and vendors, will wear a "Visitor" identification badge after signing in and gaining permission to be on the premises during school hours. The badge must be worn in a highly visible manner while in district buildings and shall be surrendered when exiting the building.

Administrative regulations shall be developed to implement the terms of this policy.

Refer also to Policy #3210 -- Visitors to the Schools

NEW POLICY SCCS BOE adopted February 24, 2014

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

General Provisions

Officers and employees of the Southern Cayuga Central School District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board of Education recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This policy establishes those standards.

The provisions of this policy are intended to supplement Article 18 of General Municipal Law Sections and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members, and employees of the Southern Cayuga Central School District.

Gifts

No person may directly or indirectly solicit, accept or receive any gift having a value of *$75 or more under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of his/her official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise or any other form.

Confidential Information

No person may disclose confidential information acquired by him/her in the course of his/her official duties or use this information to further his or her personal interests.

Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when he/she, individually, or as a member of the Board, has the power or duty to negotiate, prepare, authorize or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer or his/her deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the District.

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (*continued*)

"Interest," as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of his/her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he/she is a member or employee; a corporation of which he/he is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by him/her.

The provisions of the preceding three paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District. Likewise, no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

Disclosure of Interest in Contracts and Resolutions

Any District officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest, and must be filed with the person's immediate supervisor and the Board of Education. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

Investments in Conflict with Official Duties

No person may invest or hold any investment directly or indirectly in any financial, business, commercial or other private transaction, that creates a conflict with his/her official duties, or that would otherwise impair his/her independence of judgment in the exercise or performance of his/her official powers or duties.

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (*continued*)

Private Employment

No person may engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when that employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

Future Employment

No person may, after the termination of service or employment with the District, appear before the District in relation to any case, proceeding or application in which he/she personally participated during the period of his/her service or employment or which was under his or her active consideration.

Notice of Code of Ethics and General Municipal Law Sections 800-809

The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions or the ability of the District or other relevant authorities to enforce them.

Education Law § 410
General Municipal Law Article 18 and §§ 800-809

SCCS BOE reviewed & revised January 23, 2017
SCCS BOE reviewed; no revision; February 14, 2011
Reviewed by BOE Policy Committee June 11, 2009; no revisions recommended
Re-adopted by SCCS BOE June 22, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY

The Southern Cayuga Central School District is an equal opportunity employer and does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

Investigation of Complaints and Grievances

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination, and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; Policy #6121 -- Sexual Harassment of District Personnel; and Policy #6122 -- Employee Grievances.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination have not suffered retaliation.

Age Discrimination in Employment Act, 29 USC § 621
Americans with Disabilities Act, 42 USC § 12101 et seq.
Genetic Information Non-Discrimination Act of 2008 (GINA) Public Law 110-233
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
Civil Rights Law Section 40-c
Civil Service Law Section 75-B
Executive Law Section 290 et seq.
Military Law Sections 242 and 243

SCCS BOE revised March 7, 2016
SCCS BOE reviewed; no revision; February 14, 2011

Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against District personnel by employees, school volunteers, students, and non-employees, such as contractors and vendors, which occur on school grounds or at school-sponsored events, programs, or activities, including those that take place at locations off school premises.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes harassment on the basis of sex when:

a) Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;

b) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; or

c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment includes, but is not limited to, sexual violence. For the purpose of this policy, sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, supervisors, co-workers or third parties such as visitors and school volunteers.

Prohibited Conduct

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.

b) Direct or indirect threats or bribes for unwanted sexual activity.

c) Asking or commenting about a person's sexual activities.

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL *(continued)*

d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.

e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.

f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.

g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.

h) Unwelcome and/or offensive public displays of sexual/physical affection.

i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.

j) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.

k) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Investigation of Complaints and Grievances

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee who believes he/she has been a victim of sexual harassment in the work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to the District's designated Civil Rights Compliance Officer. In the event that the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment, and will promptly take appropriate action to protect individuals from further harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL *(continued)*

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of sexual harassment have not suffered retaliation.

Civil Rights Act of 1991, 42 USC Section 1981(a)
29 CFR Section 1604.11(a)
Civil Service Law Section 75-B
Executive Law Sections 296 and 297
Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
34 CFR Section 100 et seq.

SCCS BOE reviewed & revised November 9, 2015
SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: COMPLAINTS AND GRIEVANCES BY EMPLOYEES

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all District personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination or reprisal. The District shall provide at least two (2) procedural stages and an appellate stage for the settlement of any grievance.

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Superintendent is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances Coordinator

Additionally, the Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA). The Superintendent shall designate a District employee as the Title IX/Section 504/ADA Coordinator; and regulations and procedures shall be implemented to resolve complaints of discrimination based on sex or disability.

Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians and/or persons in parental relation, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Title IX/Section 504/ADA Coordinator.

The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age, veteran or marital status.

Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-e, et seq.
Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title VI of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-d, et seq.
Prohibits discrimination on the basis of race, color or national origin.

(continued)

SUBJECT: COMPLAINTS AND GRIEVANCES BY EMPLOYEES (*continued*)

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

The Americans With Disabilities Act,
42 United States Code (USC) Section 12101 et seq.
Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.
Prohibits discrimination on the basis of sex.

New York State Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, disability or marital status.

Age Discrimination in Employment Act,
29 United States Code (USC) Section 621.

Military Law Sections 242 and 243

NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District

SCCS BOE reviewed; no revision; March 9, 2015
SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ASSIGNMENT, REASSIGNMENT AND TRANSFER

Assignment, reassignment and transfer of personnel shall be made in accordance with the negotiated agreements between the Southern Cayuga Board of Education and the recognized employee negotiating units.

SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EMPLOYER/EMPLOYEE RELATIONS

The District understands its responsibility to negotiate in good faith regarding salary, wages, hours and other terms and conditions of employment with organizations duly recognized to represent employees in designated units.

The District accepts the responsibility for administering the negotiated agreements in accordance with the conditions set forth therein.

It is the intention of the District to resolve disputes regarding the interpretation and application of the agreements in an equitable manner within a reasonable time at the lowest administrative level.

Board Rights and Duties

The Board of Education as the governing body of the Southern Cayuga Central School District shall approve or disapprove the funding for all negotiated contracts.

The Superintendent of Schools is designated the responsibility for negotiations with all Southern Cayuga bargaining units.

Personnel Negotiations

All collective negotiations with bargaining units representing employees of the Southern Cayuga Central School District shall be in accordance with the Public Employee's Fair Employment Law.

Article 14, Civil Service Law

SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EVALUATION OF PERSONNEL

The Southern Cayuga Central School District is committed to supporting the development of effective teachers and administrators. To this end, the District shall provide procedures for the evaluation of all professional staff. District plans for Annual Professional Performance Review (APPR) of teachers and Principals shall be developed in accordance with applicable laws, Commissioner's Regulations, and Rules of the Board of Regents.

The primary purposes of these evaluations are:

a) To encourage and promote improved performance;

b) To guide professional development efforts; and

c) To provide a basis for evaluative judgments by applicable school officials.

APPR Ratings

For those teachers and Principals subject to Education Law 3012-c, the Annual Professional Performance Review (APPR) will result in a single composite effectiveness score and final quality rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

a) 20% - student growth on state assessments or other comparable measures of student growth (increases to 25% upon implementation of a value-added growth model);

b) 20% - locally selected measures of student growth or achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreases to 15% upon implementation of a value-added growth model); and

c) 60% - other measures of teacher/Principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

The ratings scale based on composite scores has been established as follows:

a) Highly Effective = composite effectiveness score of 91-100

b) Effective = composite effectiveness score of 75-90

c) Developing = composite effectiveness score of 65-74

d) Ineffective = composite effectiveness score of 0-64

(continued)

SUBJECT: EVALUATION OF PERSONNEL (continued)

If a teacher or Principal is rated "developing" or "ineffective," the School District will develop and implement a teacher or Principal improvement plan (TIP or PIP). Tenured teachers and Principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process.

The School District will ensure that all evaluators are appropriately trained consistent with standards prescribed by the Commissioner and that an appeals procedure is locally developed.

Disclosure of APPR Data

Consistent with Chapter 68 of the Laws of 2012, which amends Education Law 3012-c, the Commissioner is required to disclose professional performance review data for teachers and Principals on the New York State Education Department (NYSED) website and in any other manner to make such data widely available to the public. However, the release of such aggregate data may not include personally identifiable information for any teacher or Principal. Such public disclosure of final quality ratings and composite effectiveness scores will be suitable for research, analysis and comparison of APPR data for teachers and Principals across the state.

Upon request, the District will release to parents/legal guardians the final quality ratings and composite effectiveness scores for teachers and Principals to which their student is currently assigned. The District's obligation to disclose this information is limited to those teachers and Building Principals subject to Education Law 3012-c. The District will provide conspicuous notice to parents/guardians and/or persons in parental relation of their right to obtain such information and the methods by which the data can be obtained. Upon request, parents will receive an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings and be offered the opportunity to understand such scores in the context of teacher evaluation and student performance. When a request for this information is received, reasonable efforts will be made to verify that it is a bona fide request by a parent/guardian and/or person in parental relation entitled to review the data.

Annual professional performance reviews of individual teachers and Principals shall not be subject to disclosure under the Freedom of Information Law (FOIL).

Education Law Section 3012-c
Public Officers Law Sections 87 and 89
8 NYCRR Sections 30-2 and 100.2(o)

SCCS Board of Education, reviewed, revised, adopted October 15, 2013
SCCS BOE reviewed, revised and re-adopted March 2, 2011
Revised; SCCS BOE adopted January 25, 2010
Adopted: 6/7/04

SUBJECT: HEALTH EXAMINATIONS

All employees are subject to a physical at the discretion of the Superintendent and/or Board of Education.

Any employee absent three (3) or more consecutive working days on account of illness or accident may be required either to submit a written statement from his/her personal physician stating the diagnosis, prognosis and date of return to duty, or to have a physical examination by the school physician before returning to work. Statements by personal physicians are reviewable by the school physician, with the final determination made by the chief school officer.

Bus drivers' physicals will be done annually, before starting work, but not prior to sixty (60) days before the start of school, or per mandated rules for CDL bus drivers with an "s" endorsement. Staff supervisors will arrange for a DOT 649F physical through the school physician.

The final acceptance or rejection of a medical report with reference to the health of an employee lies within the discretion of the Board. In terms of expert advice, the decision of the school physician shall take precedence over all other medical advice.

Education Law Section 913
Bus Drivers:
8 New York Code of Rules and Regulations
(NYCRR) Section 156.3(2)
Rules and Regulations of the Commissioner of
Motor Vehicles Section 5.09-b

SCCS BOE reviewed, revised & readopted; October 14, 2014
SCCS BOE reviewed; no revision; February 14, 2011
Revised; SCCS BOE adopted January 26, 2009
Revised; Adopted by Board of Education October 15, 2007
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (SCHOOL PERSONNEL)

The Southern Cayuga Board of Education recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school grounds and at school-sponsored activities. Research shows that smoking and use of all other tobacco products is hazardous to health and impacts students' attendance and learning. Therefore, the Board of Education supports the elimination of use, distribution or sale of all forms of tobacco products by students, staff and visitors on school grounds and properties at all times.

The Board of Education will not permit the consumption, sharing and/or selling, use and/or possession of illegal drugs, counterfeit and designer drugs, tobacco and all tobacco products or alcoholic beverages, electronic cigarette, vapor cigarette or any smoking device, electronic or otherwise in the workplace or when the effects of such drugs may impair an employee's job performance. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. It is unlawful for SCCS employees to use tobacco or tobacco products on school grounds or at any school sponsored activity.

The District will advise employees that it is unlawful to manufacture, distribute, dispense, possess or use a controlled substance in the workplace. Advisement will further state that disciplinary action from a minimum of a warning and, up to and including, termination of employment* will be taken against employees who are determined in violation of this prohibition.

On an ongoing basis, the District will make available to employees information regarding:

a) The dangers of drug abuse in the workplace;
b) Our policy of maintaining a drug-free workplace;
c) Information regarding drug counseling, rehabilitation, and employee assistance programs (should one become available).

A copy of this policy or an administrative memo regarding the requirements of this policy shall be included in all staff handbooks and/or distributed to employees.

(*continued*)

SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (SCHOOL PERSONNEL) (*continued*)

It shall be a condition of employment that employees shall abide by the terms of this policy. Furthermore, it is required of all employees that the district be notified, within five (5) calendar days, of his or her conviction for a violation of a criminal drug statute occurring in the workplace, after such conviction. Additionally, confidentiality shall be insured as required by state and federal law.

* Penalties for violation of this policy may include, but not be limited to: a verbal warning, a counseling memo, a written reprimand, a fine, suspension from employment, termination from employment.

Education Law Sections 913, 1711(2)(e), and 3020-a
Civil Service Law Section 75
Safe and Drug-Free Schools and Communities Act
20 United States Code (USC) Section 7101 et seq.

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)

SCCS BOE reviewed & revised June 20, 2016
SCCS BOE reviewed; no revision; February 14, 2011
SCCS BOE Revised & Adopted, September 8, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DRUG-FREE WORKPLACE

It shall be the general policy of the Board of Education to affirm that all programs in the District that receive Federal funds shall guarantee that their workplaces are free of controlled substances. "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 USC 812) and as further defined in regulation at 21 Code of Federal Regulations (CFR) 1308.11-1308.15. An acknowledgment form shall be signed by the Superintendent indicating that the District is in full compliance with the Drug-Free Workplace Act. This policy shall guarantee that not only Federally funded programs, but the entire District is free of controlled substances.

"Workplace" is defined as a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the School District.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such actions and activities of the administration as shall be required to maintain a drug-free workplace.

Drug-Free Workplace Act
20 United State Code (USC) Section 7101 et seq.
21 United State Code (USC) Section 812
21 Code of Federal Regulations (CFR)
1308.11- 1308.15
34 Code of Federal Regulations (CFR) Part 85

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#6150 -- Alcohol, Tobacco, Drugs and Other Substances (School Personnel
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct on School Property

SCCS BOE reviewed June 20, 2016; no revision
SCCS BOE reviewed; no revision; February 14, 2011
Annual Review completed by SCCS BOE August 18, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

a) Contribute to the instructional program of the schools;
b) Contribute to improved education for students;
c) Achieve state mandates;
d) Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

a) Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.
b) Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.
c) Orientation/re-orientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional development programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

(continued)

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT *(continued)*

Funds for participating at such conferences, conventions, and other similar professional development programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form/course approval form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional development program.

Education Law Section 1604(27)
General Municipal Law Sections 77-b and 77-c

SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: FINGERPRINTING OF PROSPECTIVE SCHOOL EMPLOYEES

Unless otherwise authorized in accordance with law and regulation, the District shall not employ or utilize a prospective school employee, as defined below, unless such prospective school employee has been granted a "full" clearance for employment by the State Education Department (SED). The School District shall require a prospective school employee who is not in the SED criminal history file to be fingerprinted for purposes of a criminal history record check by authorized personnel of the designated fingerprinting entity. For purposes of this provision of law, the term "criminal history record" shall mean a record of all convictions of crimes and any pending criminal charges maintained on an individual by the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI).

Prior to initiating the fingerprinting process, the District shall furnish the applicant with written instructions addressing the fingerprinting requirements and the applicant's right to obtain, review and seek correction of his/her criminal history information.

Where the prospective school employee is already in the SED criminal history file, the District shall request the clearance for employment in a manner prescribed by SED. Furthermore, the District shall notify SED, in a manner prescribed by the Department, of a prospective school employee who has commenced employment with or began providing services for the District, the date of the commencement of such employment or service, and the position held by such individual. Similarly, the District shall notify SED, in a manner prescribed by the Department, of a fingerprinted employee who has been separated from employment with the District or ceased providing services for the School District, and the date of such separation from employment or cessation of services. All criminal history records processed by DCJS and the FBI and sent to the Commissioner of Education are confidential. The records may not be published or in any way disclosed to persons other than the Commissioner unless otherwise authorized by law.

Unless otherwise exempted pursuant to law, the applicant shall be responsible for the payment of fees to SED for a criminal history record check. However, if approved by Board resolution, the District may authorize the payment of such fees on behalf of prospective employees. The Board is also authorized to waive the payment of such fees in cases of unreasonable financial hardship to the applicant or his/her family. If the Board decides to waive payment of the fees for the prospective employee, payment of the fees becomes the District's responsibility.

Who Must Be Fingerprinted

All "prospective school employees" of the School District must be fingerprinted. For purposes of this policy and the applicable provisions in law and Commissioner's Regulations, "prospective school employee" shall mean any individual who will reasonably be expected by the School District to provide services which involve direct contact, meaning in person, face-to-face communication or interaction, with students under the age of twenty-one (21) <u>and</u> who is either:

a) Seeking a compensated position with the District and is not currently employed by the District or a student not currently enrolled in the instructional program of a grade level in the School District; or
b) An employee of a provider of contracted services to the School District who is to be placed within the District; or
c) A worker who is to be placed within the District under a public assistance employment program pursuant to Title 9-B of Article 5 of the Social Services Law, directly or through

contract.

(continued)

SUBJECT: FINGERPRINTING OF PROSPECTIVE SCHOOL EMPLOYEES *(continued)*

Individuals Who Are Specifically Excluded

Individuals excluded from a criminal history record check/fingerprinting pursuant to this provision of law and regulation are those individuals who:

a) Are seeking a position as a school bus driver or school bus attendant and are cleared for employment pursuant to the Vehicle and Traffic Law; or
b) Have provided services to the District in the previous school year either in a compensated position, or as an employee of a provider of contracted services to the District, or as a worker placed within the School District under a public assistance employment program pursuant to Title 9-B of Article 5 of the Social Services Law directly or through contract; or
c) Will reasonably be expected by the School District to provide services for the District on no more than five (5) days in the school year in which services are to be performed, provided that the District provides in-person supervision of such individual by one (1) or more employees of the District while that individual is providing such services. Individuals providing such time-limited and supervised services may include but shall not be limited to artists, guest lecturers and speakers, and sports officials.

Any prospective employee who previously has been fingerprinted to obtain certification, and whose fingerprints remain on file with the Division of Criminal Justice Services (DCJS), will not be required to be fingerprinted again for purposes of a criminal history record check.

Removal from the SED Criminal History File

Where individuals have been separated from employment at the School District and have not become employed in this District or another school district, BOCES or charter school within twelve (12) months of such separation, SED shall notify DCJS of such separation for the purpose of destroying the fingerprints of that individual. Further, upon request of such individual, SED shall notify DCJS prior to the expiration of such twelve-month period for the purpose of destroying his/her fingerprints. Such individuals shall be removed from the SED criminal history file.

Emergency Conditional Appointments

Upon the recommendation of the Superintendent of Schools, the Board may make an emergency conditional appointment when an unforeseen emergency vacancy has occurred.

Emergency conditional appointment may commence prior to notification from the Commissioner of Education on conditional clearance but shall terminate twenty (20) business days from the date such appointment commences or when the District is notified by the Commissioner that conditional clearance is either granted or denied, whichever occurs earlier; however, if conditional clearance is granted, the appointment shall continue as a conditional appointment.

Prior to the commencement of such appointment, the District must obtain a signed statement for emergency conditional appointment from the prospective employee indicating whether, to the best of his/her knowledge, the prospective employee has a pending criminal charge or criminal conviction in any jurisdiction.

(continued)

SUBJECT: FINGERPRINTING OF PROSPECTIVE SCHOOL EMPLOYEES *(continued)*

An unforeseen emergency vacancy shall be defined as:

a) A vacancy that occurred less than ten (10) business days before the start of any school session including summer school, or during any school session including summer school, without sufficient notice to allow for clearance or conditional clearance (however, this ten (10) business day timeframe provision shall not apply if the Board of Education finds that the School District has been unable to fill the vacancy despite good faith efforts to fill the vacancy in a manner that would have allowed sufficient time for full clearance or conditional clearance); and

b) When no other qualified person is available to fill the vacancy temporarily; and

c) When the emergency conditional appointment is necessary to maintain services which the District is legally required to provide or services necessary to protect the health, education or safety of students or staff.

Safety of Students

The District will develop internal building and/or program procedures to help ensure the safety of students who have contact with an employee holding emergency conditional appointment. Such procedures will address the safety of students in the classroom, students attending off-campus activities under the supervision of the School District, and students participating in extracurricular and/or co-curricular activities (including sports and athletic activities).

Safety procedures to be addressed include, but are not limited to, the following: supervision of the employee holding emergency conditional appointment as determined appropriate by the applicable building/program administrator; and periodic visitations by the building/program administrator to the classroom, program and/or activity assigned to the employee holding emergency conditional appointment.

Education Law Sections 305(30), 1604, 1709, 1804, 1950, 2503, 2554, 2854, 3004-b and -c, and 3035
Correction Law Article 23-A
Executive Law Section 296(16)
Social Services Law Article 5, Title 9-B
8 New York Code of Rules and Regulations (NYCRR) Sections 80-1.11 and Part 87

SCCS BOE reviewed, revised and adopted May 23, 2016
SCCS BOE reviewed, revised and re-adopted June 13, 2011
SCCS BOE reviewed, revised and re-adopted March 2, 2011
Revised SCCS BOE Policy Committee February 3, 2011
Adopted: 6/7/04

SUBJECT: CONSULTANTS

The Board of Education recognizes that the District may at times have need for consultants from outside the school system concerning educational programs, construction or other specific needs.

It is therefore the policy of the Board of Education that such consultants shall be hired only upon Resolution of the Board of Education.

SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CERTIFIED PERSONNEL

The Board of Education shall, upon the recommendation of the Superintendent, create, abolish, maintain and/or consolidate positions involving certified persons as necessary for the proper and efficient achievement of its goals.

All assignments and transfers shall be made in accordance with the provisions of law, Board of Education policies, and the employee's negotiated agreement.

8 New York Code of Rules and Regulations
(NYCRR) Part 30
Education Law Sections 2510 and 3013

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: RECRUITMENT

The District will attempt to employ the best qualified personnel for any position.

Professional personnel shall be recruited and selected by, or at the direction of, the Superintendent of Schools, who shall recommend appointment to the Board of Education.

The District shall provide equal opportunity in employment for all qualified persons in accordance with Federal and State legislation.

Education Law Section 3012

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CERTIFICATION

a) In accordance with applicable statutes, Rules of the Board of Regents, and Regulations of the Commissioner of Education, each employee whose employment requires certification or other licensure shall inform the Superintendent of Schools immediately of any change in the status of his/her certification or licensure. The changes shall include, but not be limited to, the granting, revocation, upgrading, expiration, conversion and/or extension of these documents as to their periods of validity or their titles.

b) The original certificates and/or licenses must be presented for examination and copying in the office of the Superintendent of Schools as soon as they are available to the employee. The copies will be maintained in the Superintendent'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.

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

Education Law Sections 3001, 3001-a, 3004,
3006, and 3008
8 New York Code of Rules and Regulations
(NYCRR) Subparts 80-1, 80-2 and 80-3

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INCIDENTAL TEACHING

The Superintendent may assign a teacher to teach a subject not covered by such teacher's certificate or license for a period not to exceed five (5) classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment efforts, and provided that approval of the Commissioner of Education is obtained in accordance with the requirements as enumerated in Commissioner's Regulations.

Not later than twenty (20) business days after such an assignment, the Superintendent shall submit for approval an application, in a form satisfactory to the Commissioner, containing the following information:

a) Evidence of extensive recruitment of a teacher certified in the appropriate area;
b) The name and certification status of the teacher given such assignment;
c) The subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in the subject being taught on an incidental basis;
d) The qualifications of the teacher to teach such subject on an incidental basis;
e) The specific reasons why an incidental assignment is necessary;
f) The anticipated duration of the incidental teaching assignment; and
g) The number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

To be approved, the application shall demonstrate to the satisfaction of the Commissioner that an incidental teaching assignment is necessary, that the teacher assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of Commissioner's Regulations have been met.

The Commissioner will issue a determination within twenty (20) business days of receipt of the District's application.

In the event that the application is disapproved, the Superintendent, within seven (7) business days of receipt of the notice of disapproval, shall terminate the incidental assignment. In the event that the application is approved, such approval shall be deemed to have commenced on the date of the incidental teaching assignment and shall terminate on the last day of the school year for which it is granted.

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Southern Cayuga Central School Policy Book

(continued)

SUBJECT: INCIDENTAL TEACHING *(continued)*

The Superintendent may renew an incidental teaching assignment, in accordance with the requirements of Commissioner's Regulations, for any subsequent school year. In addition to submitting to the Commissioner the information noted above for initial approval of an incidental teaching assignment, a renewal application must provide a number of assurances, including that the teacher assigned a course on an incidental basis has completed, or has agreed to complete, within the prescribed time period, at least three (3) semester hours of credit or the equivalent leading to certification in the subject area of the incidental assignment.

8 New York Code of Rules and Regulations
(NYCRR) Section 80-5.3

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PROBATION AND TENURE

Probation

Certified staff members will be appointed to a probationary period by a majority vote of the Board upon recommendation of the Superintendent.

Teachers, all other members of the teaching staff, administrators, directors, supervisors, principals, and all other members of the supervisory staff, except associate, assistant, and other superintendents, will be appointed to a probationary period of four years. The probationary period will not exceed three years for teachers previously appointed to tenure in this or another school district or BOCES within the state, provided that the teacher was not dismissed from the prior district or BOCES and met the required annual professional performance review (APPR) rating in his/her final year of service there. Additionally, up to two years of service as a regular substitute teacher may be applied toward probationary service. (This is sometimes referred to as Jarema Credit.)

During the probationary period, a staff member will be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance will be assumed because the staff member attained the required certification or license.

A staff member's appointment may be discontinued at any time during his/her probationary period upon the recommendation of the Superintendent and by majority vote of the Board. Any person not recommended for tenure appointment will be notified in writing by the Superintendent no later than 60 days before his/her probationary period expires.

Tenure

The Board will follow all applicable laws and regulations regarding tenure.

At the expiration of the probationary period or within six months prior, the Superintendent will make a written report to the Board recommending for appointment to tenure 1) those non-teaching certified staff members who successfully completed their probationary period in the District, and 2) teachers and principals who have been found competent, efficient, and satisfactory, and who have received the APPR rating of effective or highly effective in at least three of the preceding four years. If a teacher or principal receive an APPR rating of ineffective in their final probationary year, the Board may not award tenure, but may extend that teacher's or principal's probationary time by an additional year. The teacher or principal may be eligible for immediate tenure if he/she successfully appeals the ineffective rating. The Board may then—by a majority vote—appoint to tenure any or all of the persons recommended by the Superintendent.

When the initial probationary period expires, a teacher or principal will remain on probationary status until the end of the school year in which he/she received APPR ratings of effective or highly effective. The Board may also grant tenure contingent upon a teacher's or principal's receipt of a minimum APPR rating in the final year of the probationary period.

(*continued*)

SUBJECT: PROBATION AND TENURE (*continued*)

Resolutions Making Appointments

Each Board resolution making a probationary appointment or an appointment on tenure will specify:

a) The name of the appointee;

b) The tenure area or areas in which the professional will devote a substantial portion of his/her time;

c) The date probationary service or service on tenure commences in each area;

d) The expiration date of the appointment, if made on a probationary basis. For appointments of classroom teachers and principals, the resolution must state that:

   1. To receive tenure, the individual must receive composite or overall APPR ratings of effective or highly effective in at least three of four preceding years; and

   2. If the teacher or principal receive an ineffective composite or overall APPR rating in their final year of probation, they will not be eligible for tenure at that time; and

e) The certification status of the appointee in reference to the position to which the individual is appointed.

Education Law §§ 2509, 2573, 3012, 3012-c, 3012-d, 3014, and 3031
8 NYCRR §§ 30-1.3, 80-3.6, 80-3.9, and 80-3.10

SCCS BOE reviewed & revised January 23, 2017
SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DISCIPLINING OF A TENURED TEACHER OR CERTIFIED PERSONNEL

Tenured teachers and certain certified personnel may be subject to disciplinary charges that are set forth in Section 3012 of the Education Law.

Procedures for a hearing regarding these disciplinary measures will be in accordance with Section 3020-a of the Education Law and/or in accordance with applicable contractual provisions.

8 New York Code of Rules and Regulations
(NYCRR) Subpart 82-1

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PROFESSIONAL STAFF: SEPARATION

A professional staff member may be dismissed upon provision of at least sixty (60) days notice and pay during the probationary period only upon the recommendation of the Superintendent and majority vote of the Board in accordance with the Education Law.

The Board shall expect any professional staff member desiring to terminate his/her services to provide the Board with a minimum of thirty (30) days notice before the effective termination date.

When possible, a professional staff member shall make every effort to terminate employment at the end of the school year. Resignations must be in writing and include the effective date.

Education Law Sections 3012, 3019-a, and 3031

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EMPLOYMENT OF RELATIVES OF BOARD OF EDUCATION MEMBERS

The appointment of a teacher who is related by bloodline or legal process (including marriage) to any member of the Board of Education shall be subject to the consent of two-thirds (2/3) of the members of the Board of Education to be determined at a Board meeting and to be entered upon the proceedings of the Board.

The Board shall take the same stance in the hiring of professional staff other than teachers.

Education Law Section 3016
General Municipal Law Sections 800-809

SCCS BOE reviewed & re-adopted January 23, 2017
SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TEMPORARY PERSONNEL

District's needs may sometimes require temporary appointments. The terms of these appointments shall be defined by the Board of Education on a case-by-case basis.

Student Teachers

The Southern Cayuga Central School District shall cooperate with teacher training institutions in the placement of student teachers in order to provide beginning teachers with the best possible student teaching experience.

Student teachers shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the School District, as provided by law.

Substitute Teachers

A substitute teacher qualified to teach in the Southern Cayuga Central School District shall be employed, whenever possible, by the Superintendent of Schools in the absence of a regular teacher. It is recognized that fully certified persons will not always be available for employment as substitute teachers.

The Board of Education shall annually establish the ordinary rate for per diem substitute teachers.

8 New York Code of Rules and Regulations
(NYCRR) Section 80-5.4
Education Law Section 3023

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: APPOINTMENT - SUPPORT STAFF

The probationary period for all new civil service employees shall be for the maximum period established by the local Civil Service Commission.

The time, place and conditions of employment shall be assigned by the Superintendent of Schools. The duties for each Civil Service employee shall be clearly defined.

Civil Service Law Section 63

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL SAFETY OFFICER

The Board of Education (the "Board") is committed to maintaining order and discipline on school premises and is likewise committed to maintaining an armed presence in the District's schools to deter and repel acts of violence. Towards these ends, the Board desires to employ a retired police officer, with appropriate law enforcement training and experience, to serve as an armed School Safety Officer.

The Superintendent shall be responsible for securing the approval of the Cayuga County Personnel Office for the District to employ a School Safety Officer, a non-competitive position in the labor class of the classified Civil Service.

The Board shall adopt a Resolution for the purpose of providing written authorization for the School Safety Officer to possess and carry a firearm and pepper spray on the District's premises in the performance of his duties as School Safety Officer, conditioned upon the School Safety Officer being at all times appropriately licensed to possess and carry the applicable firearm and pepper spray. Additionally, the School Safety Officer's authorization to possess and carry a firearm and pepper spray during the course of employment as School Safety Officer shall be subject to and conditioned on the District being able to procure appropriate insurance coverage in connection with the School Safety Officer's possession and use of the firearm and pepper spray within the scope of the School Safety Officer's employment.

Prior to commencing employment as School Safety Officer, the Guard shall submit fingerprints and submit to the criminal background investigation and clearance process required by the New York Education Law and the regulations of the Commissioner of Education.

The School Safety Officer shall be compensated at an hourly rate approved by the Board upon the recommendation of the Superintendent, subject to applicable rules (if any) of the Cayuga County Personnel Department. Expenses for meals, tolls, travel, and conference attendance may be incurred by the School Safety Officer, with the prior approval of the Superintendent and within budgeted amounts. Sick leave will be earned as one day per month for each academic month of employment for physical illness. The School Safety Officer will not be eligible for any additional compensation or benefits from the District during his employment. The School Safety Officer's work schedule will be determined by the Superintendent. The terms and conditions of the School Safety Officer's employment by the District may be memorialized in an employment agreement that is consistent with this policy.

NY Retirement and Social Security Law §212(3); 8 N.Y.C.R.R. §80-5.5(b)(1).
NY Penal Law Article 265, Penal Law §265.01-a.
NY Education Law §§305(30); 1804(9); and 3035; *see also*, 8 N.Y.C.R.R. Part 87.
NY General Municipal Law §§77-b, 77-c.

SCCS BOE adopted new policy March 7, 2016

SUBJECT: EMPLOYMENT OF AIDES

In accordance with Regulations of the Commissioner, the Board of Education may employ teacher aides, cafeteria aides and transportation aides to assist in non-teaching duties.

The duties and responsibilities to be assumed by aides shall be outlined by the Superintendent of Schools.

Persons employed as aides shall be responsible to the building principal and/or his/her designated representatives.

8 New York Code of Rules and Regulations
(NYCRR) Section 80-5.6

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee March 25, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: MAINTAINING DISCIPLINE AND CONDUCT

All personnel employed by the District are responsible for maintaining student discipline and appropriate conduct during school hours or at extracurricular events.

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT

Electronic mail or email is a valuable business communication tool, and users shall use this tool in a responsible, effective and lawful manner. Every employee/authorized user has a responsibility to maintain the District's image and reputation, to be knowledgeable about the inherent risks associated with email usage and to avoid placing the School District at risk. Although email seems to be less formal than other written communication, the same laws and business records requirements apply. School District employees/authorized users shall use the District's designated email system, such as Lotus Notes or Microsoft Exchange, for all business email, including emails in which students or student issues are involved.

Employee Acknowledgement

All employees and authorized users shall acknowledge annually and follow the District's policies and regulations on acceptable use of computerized information resources, including email usage.

Classified and Confidential

District employees and authorized users may not:

a) Provide lists or information about District employees or students to others and/or classified information without approval. Questions regarding usage and requests for such lists or information should be directed to a Principal/supervisor.

b) Forward emails with confidential, sensitive or secure information without Principal/ supervisor authorization. Additional precautions, such as encryption, should be taken when sending documents of a confidential nature.

c) Use file names that may disclose confidential information. Confidential files should be password protected and encrypted. File protection passwords shall not be communicated via email correspondence.

d) Use email to transmit any individual's personal, private and sensitive information (PPSI). PPSI includes social security number, driver's license number or non-driver ID number, account number, credit/debit card number and security code, or any access code/password that permits access to financial accounts or protected student records.

e) Send or forward email with comments or statements about the District that may negatively impact it.

e) Send or forward email that contains confidential information subject to Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and other applicable laws.

(*continued*)

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT (*continued*)

Personal Use

Employees and authorized users may use the District's email system for limited personal use. However, there is no expectation of privacy in email use. Personal use should not include chain letters, junk mail and jokes. Employees and authorized users shall not use the District's email programs to conduct job searches, post personal information to bulletin boards, blogs, chat groups and list services, etc. without specific permission from the Principal/supervisor. The District's email system shall not be used for personal gain or profit.

Email Accounts

All email accounts, along with mailbox content, on District funded systems are the property of the School District. Employees and authorized users may access other email accounts and social media (i.e. Yahoo, Hotmail, AOL, Twitter, Facebook, etc.) via the District's network to conduct district business as deemed appropriate by administration. Personal accounts and instant messaging shall not be used to conduct official business.

Receiving Unacceptable Mail

Employees and authorized users who receive offensive, unpleasant, harassing or intimidating messages via email or instant messaging shall inform their Principal/supervisor immediately.

Receiving Unsolicited Mail

Employees and authorized users who receive unsolicited email from unknown sources shall delete such email and refrain from forwarding, replying or executing imbedded links to other sources. Employees and authorized users receiving unsolicited email shall inform the District Technology Department via separate correspondence.

Training

Employees/authorized users should receive regular reminders related to the following topics:

a) The appropriate use of email with students, parents and other staff to avoid issues of harassment and/or charges of fraternization.
b) Confidentiality of emails.
c) Permanence of email; email is never truly deleted, as the data can reside in many different places and in many different forms.
d) No expectation of privacy; email use on District property is NOT to be construed as private.

(*continued*)

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT (*continued*)

Sanctions

The District Technology Department may report inappropriate use of email by an employee/authorized user to the employee/authorized user's Principal/supervisor who will take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network and/or other disciplinary action. When applicable, law enforcement agencies may be involved.

Confidentiality Notice

A standard Confidentiality Notice may be automatically be added to each email as determined by the District.

NOTE: Refer also to Policies #3320 -- Confidentiality of Computerized Information
#3420 -- Non-Discrimination and Anti-Harassment in the School District
#5670 -- Records Management
#6470 -- Staff Use of Computerized Information Resources
#8271 -- Internet Safety/Internet Content Filtering Policy

SCCS BOE reviewed & adopted May 23, 2016

SUBJECT: EMPLOYEE PERSONNEL RECORDS AND RELEASE OF INFORMATION

Personnel Records

Administrative regulations will be developed to implement the terms of this policy to maintain a personnel file for each teacher, administrator and support staff member employed by the District.

Regulations and procedures will be developed addressing the inspection by District employees of their personnel files.

Release of Personnel Information

All steps should be taken to protect the privacy of the employees of the Board of Education. To ensure the individual's privacy, directory or confidential information should not be shared with a third party except in the following situations:

a) When members of the Board of Education need information from the employee's personnel record to aid them in performing their legal responsibilities in such matters as appointments, assignments, promotions, demotions, remuneration, discipline, dismissal or to aid in the development and implementation of personnel policies.

b) When the employee grants permission.

Procedures for obtaining consent for release of records to third parties shall be developed by the administration.

Release of Information Concerning Former Employees

The District shall not release information concerning the employment records, personnel file or past performance of a former employee, unless such information is required to be disclosed by law. Only the initial and final dates of employment and the position held shall be provided through a written response to a written request. The former employee may authorize the release of any additional information.

8 New York Code of Rules and Regulations
(NYCRR) Part 84
Public Officers Law Section 87

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EMPLOYEE ACTIVITIES

Political Activities

The Board of Education recognizes the right of its employees, as citizens, to engage in political activities and to exercise their constitutionally-protected rights to address matters of public concern.

However, a District employee's constitutional rights to raise matters of public concern are limited when the speech or action occurs on school grounds and/or during school times. When such speech or action occurs on school grounds and/or during school time, the Board of Education can impose reasonable restrictions on the time, place and manner of the speech or action, and can further regulate the content of such speech when it materially imperils the efficient operation of the school.

Teachers may not use their classrooms or school surroundings as a means to promote their personal political views and beliefs. However, teachers are encouraged to address issues of current events for their instructional and informational value to students, to invite public and/or political figures to visit the classroom as a community resource, and to motivate students to participate in the political process.

Solicitations by Staff

Staff members shall not be engaged in advertising or commercial solicitations on school time, except as authorized by the Superintendent and/or designee.

NOTE: Refer also to Policy #5560 -- Use of Federal Funds for Political Expenditures

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: NEGOTIATIONS

Legal Status

The legal status for negotiations is the Public Employees' Fair Employment Law (Taylor Law), Article 14 of the Civil Service Law.

Organizations recognized for the purposes of collective bargaining include:

a) Southern Cayuga Central School District Teachers' Association;

b) Southern Cayuga Central School District Unit of Civil Service Employees' Association

c) Southern Cayuga Administrators' Association

SCCS BOE reviewed & revised May 9, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: THEFT OF SERVICES OR PROPERTY

The theft of services or property from the District by an employee will result in immediate disciplinary action that can lead to dismissal or other penalty and shall not preclude the filing of criminal or civil charges by the District.

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: JURY DUTY

A District employee called for jury duty shall receive his/her full day's pay from the School District and, as appropriate, mileage from the State. No employee shall be entitled to receive the court per diem allowance for any regularly scheduled workday on which jury duty is rendered if on such a day his/her wages are not withheld on account of such service.

Judiciary Law Section 521(b)

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks, wireless networks/access and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for staff to have independent access to the DCS from their home or other remote locations, and/or to access the DCS from their personal devices. All use of the DCS and the wireless network, including independent use off school premises and use on personal devices, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and tele-communications are not to be utilized to share confidential information about students or other employees.

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board of Education takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile/personal devices to access the DCS and the information it may contain.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy protected by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES *(continued)*

Social Media Use by Employees

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of District approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of public, social media networks or Social Networking Sites (SNS) are defined to include: websites, web logs (blogs), wikis, social networks, online forums, virtual worlds, video sites and any other social media generally available to the school district community which do not fall within the District's electronic technology network (e.g. Facebook, MYSpace, Twitter, LinkedIn, Flickr, Vine, Instagram, SnapChat, blog sites, etc). The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District can limit public access. For those sites which do not fall into the District's electronic network, all Child Internet Protection Act regulations apply.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further initiated in Administrative Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is discouraged. In addition, employees are encouraged to maintain the highest levels of professionalism when communicating, whether using District devices or their own personal devices, in their professional capacity as educators. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

Confidentiality, Private Information and Privacy Rights

Confidential and/or private data, including but not limited to, protected student records, employee personal identifying information, and District assessment data, shall only be loaded, stored or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location. Staff will not use cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

Staff will not leave any devices unattended with confidential information visible. All devices are required to be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

NOTE: Refer also to Policy #8271 -- Children's Internet Protection Act
#3330 -- Acceptable Use of Computerized Information and Equipment

SCCS BOE reviewed, revised, re-adopted April 23, 2014
SCCS BOE reviewed, revised, re-adopted February 27, 2012
SCCS BOE reviewed & re-adopted April 27, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HEALTH INSURANCE

Health insurance for certified and support staffs shall be in accordance with their respective negotiated agreements.

Continuation of Medical Insurance Coverage at Termination of Employment

Under the provisions of the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), employees and their dependents are eligible to continue their insurance coverage for up to eighteen (18) months when termination of their insurance is due to a reduction in their hours worked, or upon termination of their employment.

Dependents of employees are eligible to continue their insurance for up to thirty-six (36) months upon occurrence of one (1) of the following events:

a) Death of the covered employee; or

b) Divorce or legal separation from the covered employee; or

c) An employee becomes eligible for Medicare and ceases to participate in the employer-sponsored plan; or

d) The dependents of a covered employee reach the maximum age for dependent coverage.

Those who are eligible to continue coverage have up to sixty (60) days to complete the Continuation of Coverage Election Form. They must pay the full cost of their premium plus administrative costs incurred by the District.

Consolidated Omnibus Budget
Reconciliation Act of 1985

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: WORKERS' COMPENSATION

Employees injured in the performance of their duties are covered by Workers' Compensation Insurance. Employees shall report work-related injuries immediately to their immediate supervisor. Delay in reporting, if necessary, must be justified to the satisfaction of the Board of Education and/or the insurance agency.

Reimbursement for Workers' Compensation Insurance benefits shall be in accordance with their respective negotiated agreements.

Education Law Sections 1604(31), 1709(34),
and 2503(10)

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PAYROLL DEDUCTIONS

Payroll deductions may be made when authorized by employees or when required by law or negotiated agreements.

Education Law Sections 1604 and 1709

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Reviewed by SCCS BOE January 25, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TAX-SHELTERED ANNUITIES

The Southern Cayuga Central School District will authorize companies available to purchase annuities for employees in accordance with the provisions of Section 403B of the Internal Revenue Code of 1954 as amended.

The appointed District plan administrator is authorized to coordinate the services with a third party administrator as set forth in the approved plan.

Education Law Sections 3109, 1604, 1709 and 2503

SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
SCCS BOE Revised; February 8, 2010
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS AND EMPLOYEES

The Board recognizes its statutory obligation to indemnify School District employees (and in certain circumstances, Board members and volunteers) in accordance with the applicable provisions of the Education Law and the Public Officers Law. For the purposes of this policy, the term "employee" shall be as defined in the applicable statute(s).

The District shall not be subject to the duty to defend unless the employee, within the time prescribed by statute, delivers appropriate notice of the claim to the Board.

The District will provide legal defense and/or indemnification for all damages, costs, and reasonable expenses incurred in the defense of an action or proceeding if authorized pursuant to statute and provided that the alleged action or omission which occurred or allegedly occurred is covered by the appropriate statute(s). Furthermore, the District will not be required to provide indemnification protection and/or legal defense unless the employee was, at the time of the alleged incident, acting in the discharge of his/her duties within the scope of his/her employment or authorized volunteer duties and/or under the direction of the Board.

Exceptions to Liability Coverage

Indemnification coverage and/or provision of legal defense by the District will not apply unless the actionable claim is of the type covered by the statute(s) and/or is not otherwise exempt from coverage pursuant to law. Additionally, indemnification coverage and/or the duty to provide a defense shall not arise where such action or proceeding is brought by or on behalf of the School District.

20 USC § 6731 et seq.
Public Officers Law Section 18
Education Law Sections 1604(25) and (31.b),
1709(26) and (34-b), 2560, 3023, 3028, and 3811
General Municipal Law Sections 6-n and 52

SCCS BOE reviewed, revised and adopted February 14, 2022
SCCS BOE reviewed & re-adopted April 27, 2011
Reviewed by Policy Committee April 14, 2011; no revisions suggested
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: LEAVES OF ABSENCE

a) In general, leaves of absence:

1. Shall be administered by the Superintendent.

2. The Board reserves the right to grant leaves of absence for purposes or under conditions not contemplated or considered in the policy statement.

3. Under laws and rules governing such action, the Board may undertake appropriate disciplinary action where a leave of absence is falsely requested or improperly used.

4. Except by permission of the Superintendent, as expressed in writing, the purpose or conditions of a leave of absence may not be altered.

5. FMLA will be used in all applicable circumstances (Policy #6551).

b) Leaves of absence, contractual, et al:

1. Employees who are members of a negotiating unit:

   Authorization is granted to approve requests for leaves of absence submitted pursuant to provisions of contracts in effect between the District and each bargaining unit.

2. Employees who are not members of a negotiating unit:

   Authorization is granted to approve requests for leaves of absence submitted by such employees where such requests are consistent with provisions of contracts in effect between the District and the bargaining unit most compatible with the employment status of the employee.

3. Employees who are under contract to the District:

   Authorization is granted to implement provisions for leaves of absence contained in each such contract.

c) Leaves of absence, unpaid, not covered in b) 1. above:

1. Subject to limitations enumerated in this policy statement, authorization is granted for the following unpaid leaves of absence.

   (a) For a period of time not to exceed one (1) school year for approved graduate study, such leave to include any required internship experience.

SUBJECT: LEAVES OF ABSENCE (*continued*)

(b) At the expiration of a paid sick leave of absence, to extend such a leave of absence for a period of time not to exceed the end of the school year next succeeding the school year in which the paid leave of absence commenced.

2. Unpaid leaves of absence shall not be used to extend vacation periods, to take vacations, to engage in other occupations, or to provide additional personal leaves, except that the Superintendent shall have discretion, where circumstances warrant, to approve leaves of absence for such purposes.

3. Unpaid leaves of absence shall not be granted unless the services of a substitute employee, satisfactory in the discretion of the Superintendent, can be secured.

4. Except where it interferes with an employee's legal or contractual rights, the timing of unpaid leaves of absence will be granted at the convenience of the District.

d) Other leaves of absence:

1. Emergency Service Volunteer Leave
Upon presentation of a written request from the American Red Cross and with the approval of the Superintendent, employees certified by the American Red Cross as disaster volunteers shall be granted leave from work with pay for up to twenty (20) days in any calendar year to participate in specialized disaster relief operations. This leave shall be provided without loss of seniority, compensation, sick leave, vacation leave or other overtime compensation to which the volunteer is otherwise entitled.

2. Screenings for Breast Cancer and Prostate Cancer
Employees shall be granted up to four (4) hours of leave on an annual basis to undertake a screening for breast cancer; employees shall be granted up to four (4) hours of leave on an annual basis to undertake a screening for prostate cancer (i.e., male employees are entitled to a total of eight (8) hours for both screenings). This leave shall be excused leave and shall not be charged against any other leave to which the employee is entitled.

3. Blood donation
Employees desiring to make blood donations shall be granted three (3) hours of leave in any twelve (12) month period. The leave may not exceed three (3) hours unless agreed to by the Superintendent/designee. Additional leaves for the purpose of blood donation under any other provision of law shall not be prevented.

SCCS BOE revised & adopted, May 9, 2011
SCCS BOE revised & adopted, November 10, 2008

SUBJECT: LEAVES OF ABSENCE *(continued)*

4. Bone Marrow donation

   Employees seeking to undergo a medical procedure to donate bone marrow shall be granted leaves to do so, the combined length of the leaves to be determined by the physician, but may not exceed twenty-four (24) work hours unless agreed to by the Superintendent/designee. The District shall require verification for the purpose and length of each leave requested by the employee for this purpose.

e) Other Leaves

1. Nursing Mothers
   The District shall provide reasonable unpaid break time or permit the use of paid break time or meal time each day to allow an employee to express breast milk for her nursing child for up to three (3) years following child birth. The District shall make reasonable efforts to provide a room or other location in close proximity to the work area where the nursing mother can express milk in privacy.

2. Military Leave
   The District will comply with state and federal laws regarding military leave and re-employment.

   Leaves of absence for military spouses are granted in accordance with law and are unpaid.

Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA),
38 United States Code (USC) Sections 4301-4333
Civil Service Law Sections 71-73, 159-b and 159-c
Education Law Sections 1709(16), 3005, 3005-a and 3005-b
General Municipal Law Section 92-c
Labor Law Sections 202-a, 202-c, 202-i and 202-j
Military Law Sections 242 and 243
FMLA Policy #6551

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SCCS BOE revised & adopted, November 10, 2008
Revised: 10/21/08
Adopted: 6/7/04

SUBJECT: FAMILY AND MEDICAL LEAVE ACT

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (FMLA), gives "eligible" employees of the District the right to take unpaid sick/vacation leave, which, if used, will be simultaneously used during the leave of absence, for a period of up to twelve (12) workweeks in a twelve-month period as determined by the District. The District will compute the twelve-month period according to the following time frame: a "rolling" twelve-month period will be used that is measured backward from the date an employee uses any FMLA leave.

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250 hour test. The law covers both full-time and part-time employees.

The entitlement to leave for the birth or placement of a child shall expire at the end of the twelve (12) month period beginning on the date of such birth or placement.

Qualified employees may be granted leave for one (1) or more of the following reasons:

a) The birth of a child and care for the child;

b) Adoption of a child and care for the child;

c) The placement with the employee of a child from foster care;

d) To care for a spouse, minor child or parent who has a serious health condition as defined by the FMLA;

e) To care for an adult child who is incapable of self-care due to a disability (regardless of date of the onset of disability) <u>and</u> has a "serious health condition" as defined by the FMLA; and/or

f) A serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing his/her job.

A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider that renders the person incapacitated for more than three (3) consecutive calendar days. Furthermore, the first visit to a health care provider for an employee claiming a "serious health condition" under FMLA must occur within seven (7) days of the aforementioned incapacity with the second required visit occurring within thirty (30) days of the incapacitating event. In order for an employee to claim the need for continuous treatment under FMLA for a chronic serious health condition, the condition must require a minimum of two (2) visits per year to a healthcare provider, continue over an extended period of time, and may cause episodic rather than a continuing period of incapacity. A "serious health condition" is also defined as any period of incapacity related to pregnancy or for prenatal care.

SUBJECT: FAMILY AND MEDICAL LEAVE ACT (*continued*)

Military Family Leave Entitlements

Military Caregiver Leave

An eligible employee who is the spouse, son, daughter, parent, or next of kin (defined as the nearest blood relative) is entitled to up to twenty-six (26) weeks of leave in a single twelve (12) month period to care for a military member who is:

a) Recovering from a service-connected serious illness or injury sustained while on active duty; or

b) Recovering from a serious illness or injury that existed prior to the service member's active duty and was aggravated while on active duty; or

c) A veteran who has a qualifying injury or illness from service within the last five (5) years and aggravates that illness or injury.

This military caregiver leave is available during a single twelve (12) month period during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA leave. Military Caregiver Leave may be combined with other forms of FMLA-related leave providing a combined total of twenty-six (26) weeks of possible leave for any single twelve (12) month period; however, the other form of FMLA leave when combined cannot exceed twelve (12) of the twenty-six (26) weeks of combined leave. Military Caregiver Leave has a set "clock" for calculating the twelve (12) month period for when FMLA leave begins and tolling starts at the first day of leave taken.

The term “military member" means:

a) A member of the Regular Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

b) A veteran (discharged or released under condition other than dishonorable) who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy.

"Qualifying Exigency" Leave/Call to Active Duty

An "eligible" employee is entitled to FMLA leave because of "a qualifying exigency" arising out of circumstances where the spouse, son, daughter, or parent of the employee is serving in the Regular Armed Forces or either the National Guard or the Reserves and is on active duty during a war or national emergency called for by the President of the United States or Congress, or has been notified of an impending call to active duty status, in support of a contingency operation. There is no "qualifying exigency" unless the military member is or is about to be deployed to a foreign country.

SUBJECT: FAMILY AND MEDICAL LEAVE ACT (*continued*)

A "qualifying exigency" related to families of the Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve and Coast Guard Reserve personnel on (or called to) active duty to take FMLA protected leave to manage their affairs is defined as any one of the following reasons:

a) Short-notice deployment;

b) Military events and related activities;

c) Childcare and school activities;

d) Parental care leave;

e) Financial and legal arrangements;

f) Counseling;

g) Rest and recuperation (for up to fifteen [15] calendar days);

h) Post-deployment activities; and

i) Any additional activities where the employer and employee agree to the leave.

In any case in which the necessity for leave due to a qualifying exigency is foreseeable, the employee shall provide such notice to the employer as is reasonable and practicable. This military-related leave is for up to twelve (12) weeks during a single twelve (12) month period. Leave may be taken intermittently or on a reduced leave schedule.

Implementation/Benefits/Medical Certification

At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave. Employees must use any available paid leave and such paid leave will count toward the 12 week maximum leave.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

SUBJECT: FAMILY AND MEDICAL LEAVE ACT (*continued*)

The Board of Education has a right to thirty (30) days advance notice from the employee where practicable. In addition, the Board may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in the denial of FMLA leave. Under no circumstance should the employee's direct supervisor contact any health care provider regarding the employee's condition; all contact in this manner must be made by a health care provider (employed by the employer), a human resource professional, a leave administrator or a management official. The Board may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The Board of Education has the right to deny restoration to employment if the employee does not furnish the certificate of fitness. If the medical certification requested by the employer is found to be deficient, the employee has seven (7) days to provide corrected materials to cure any deficiency prior to any action being taken.

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building.

Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Special Provisions for School District Employees

An instructional employee is an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting (e.g., teachers, coaches, driving instructors, special education assistants, etc.). Teaching assistants and aides who do not have instruction as the principal function of their job are not considered an "instructional employee."

<u>Leave Taken by Instructional Employees Near the End of the Instructional Year</u>

There are also special requirements for instructional employees taking leave and the leave's relation to the end of the term. If the instructional employee is taking leave more than five (5) weeks prior to the end of the term, the District may require that the employee take the leave until the end of the term if the leave lasts more than three (3) weeks and the employee was scheduled to return prior to three (3) weeks before the end of the term.

If the instructional employee is taking leave less than five (5) weeks prior to the end of the term for any of the following FMLA-related reasons except qualifying exigency, the District may require that the employee remain out for the rest of the term if the leave lasts more than two (2) weeks and the employee would return to work during that two (2) week period at the end of the instructional term.

SUBJECT: FAMILY AND MEDICAL LEAVE ACT (*continued*)

If the instructional employee begins taking leave during the three (3) weeks prior to the end of the term for any reason except qualifying exigency, the District may require that the employee continue leave until the end of the term if the leave is scheduled to last more than five (5) working days.

Any additional time that is required by the employer due to the timing of the end of the school year, will not be charged against the employee as FMLA leave because it was the employer who requested that the leave extend until the end of the term.

FMLA Notice

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building and responsibilities shall be either placed in the employee handbook of the employer or furnished to each new employee upon hire.

Administration shall provide information to employees regarding their rights and responsibilities under the FMLA.

Family and Medical Leave Act of 1993, Public Law 103-3
National Defense Authorization Act of 2008, Public Law 110-181
10 USC 101(a) (13)
29 USC 1630.1 and 2611-2654
29 CFR Part 825 and Part 1630
42 USC 12102
Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191
45 CFR Parts 160 and 164

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SCCS BOE revised & adopted, May 9, 2011
SCCS BOE revised & adopted, November 10, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TELECOMMUTING AND REMOTE WORK

I. POLICY STATEMENT

It is the philosophy of the Southern Cayuga Central School District that the services it provides are best accomplished when employees work onsite. However, telecommuting and remote work may pose advantages for both the district and its employees, including relief of on-campus space constraints, cost reduction, environmental sustainability, and crisis response. Telecommuting is not an entitlement or SCCS-wide benefit. Telecommuting or remote work is typically a voluntary work arrangement determined by employees' supervisors and the Superintendent in which eligible employees fulfill their job responsibilities at a site other than their onsite work location during regularly scheduled work hours for an indefinite or finite period. In addition, telecommuting and remote work can be instituted during crisis situations, including, but not limited to pandemics. This policy covers approved telecommuting and remote work arrangements. Any portion of this policy may be waived by the Superintendent in a particular or unique emergency situation. The SCCS Board of Education will be notified of the emergency and any waivers.

II. POLICY

SCCS considers telecommuting or remote work to be a viable alternative work arrangement in cases where the individual employee, the job, and the supervisor are well suited to such an arrangement. Not all employees and positions are suitable for telecommuting or remote work. Suitability for telecommuting or remote work is based upon the individual employee as well as the employee's position and is to be determined by the employee's supervisor and Superintendent and approved per this policy. Informal telecommuting or remote work arrangements, such as working on the road during business travel, are not intended to be covered by this policy.

Formal telecommuting or remote work arrangements must be approved in writing by the SCCS Superintendent. Employees are expected to work their normal work schedule, unless they receive the Superintendent's prior approval to adjust their schedule. Employees are expected to remain productive and responsive during their scheduled work hours.

- Employees are expected to maintain a presence with their department while working remotely. Presence may be maintained by using appropriate technology, including but not limited to a computer, email, messaging application, video conferencing, instant messaging, Google sheets, and/or text messaging. The employee is expected to maintain the same response times as if they were at their regular school work location and will make themselves available to attend scheduled work meetings as required and/or requested.
- Employees are prohibited from engaging in other employment or volunteer work during their regular work hours when telecommuting or working remotely.
- Employees need to have a working telephone or cell phone at their remote location.
- Employees are expected to arrange for child/dependent care as necessary for the hours in which the employee works from home. Personal tasks and errands should only be performed during the employee's scheduled breaks and lunches.

SUBJECT: TELECOMMUTING AND REMOTE WORK

- SCCS is not responsible for operating costs of any personal equipment (including, but not limited to, computers, personal devices, cellular or standard telephones), home maintenance of personal equipment, or any other incidental costs (utility provider costs, telephone costs or for any supply costs used in the home) associated with the use of an employee's alternative work arrangement, except as otherwise authorized by another SCCS policy.

A. PROCEDURES

1. An employee who desires to telecommute or to have a remote work arrangement must submit a written proposal to their supervisor.
2. Once requested, the supervisor and employee shall meet to discuss the proposal.
3. The supervisor and Superintendent or designee shall then determine if the telecommuting request is denied or granted.
4. If approved, the employee shall be required to submit a written acknowledgement of the rules and guidelines pertaining to Telecommuting and Remote Work.
5. In an emergency situation an employee may be assigned remote work by the superintendent.

B. RULES AND GUIDELINES

1. JOB RESPONSIBILITIES

- The employee's job responsibilities shall be reviewed to determine if their position is appropriate for a telecommuting or remote work arrangement.
- Examples of jobs that may be suitable for telecommuting or remote work arrangements include those that have minimal face-to-face interaction, heavy data entry tasks, or specific objectives and performance standards that can be measured.
- Examples of jobs that may not be suitable for telecommuting or remote work arrangements include those that require frequent face-to-face interaction, onsite customer support or access to onsite confidential documents.

2. DEPARTMENTS AND EMPLOYEE SUITABILITY

- The district administration shall mean the Superintendent and/or any designated department head, supervisor, principal, or other person with supervisory responsibility.
- The district administration will examine the needs of the department, including frequency of meetings, department goals and projects, other departments' schedules, and space constraints.
- The district administration will assess the performance of the employee to ensure that the employee is in good standing and to determine if the employee's work habits display the traits customarily recognized as appropriate for successful telecommuters, such as reliability, responsiveness, and the ability to work independently.

SUBJECT: TELECOMMUTING AND REMOTE WORK

C. SCHEDULE

- The employee and the district administration will discuss and agree upon the number of telecommuting or remote days allowed each week, the work hours and schedule that the employee will customarily maintain, and the manner and frequency of regular communication (i.e. via phone, video conferencing, and/or in person, etc.) with the supervisor and others in the department, vendors, etc.
- Telecommuters or remote workers must be as accessible as their onsite counterparts during their regular work schedule, regardless of work location. Telecommuters may be required to work at their onsite location for meetings, events, and other situations deemed necessary by their supervisors.
- Telecommuters or remote workers may be required, at any time, to commute to their onsite work location. This is considered commute time, and telecommuters are not eligible to receive reimbursement for this travel.
- Telecommuters or remote workers may be required to forfeit use of personal offices or workstations at their onsite work location to maximize utilization of office space.
- Email and voicemail must be monitored, read/listened to, and responded to multiple times each day.
- Telecommuters or remote workers must be available on a daily basis to supervisors and, where applicable, to parents and students, as if they were working onsite.

D. EQUIPMENT

- The district administration will assess the alternate work location, including workspace design and equipment needs. The district administration will determine the appropriate equipment needs for each telecommuting or remote work arrangement at the alternate work location on a case-by-case basis. The district administration reserves the right to make determinations as to appropriate equipment, subject to change at any time.
- When district equipment is used at alternate work locations, telecommuters or remote workers must exercise reasonable care for the equipment and should take appropriate action to protect the items from damage or theft. Telecommuters or remote workers may be held liable for damage caused by negligence. District equipment should be used for business purposes only and will be maintained by the district.
- Compliance with district technology and acceptable use policies is required.

SUBJECT: TELECOMMUTING AND REMOTE WORK

E. ALTERNATE WORK LOCATION

- Telecommuters or remote workers must establish an appropriate work environment within their alternate location for work purposes. SCCS is not responsible for costs associated with setup of telecommuters' alternate office spaces, such as remodeling, furniture or lighting, nor for repairs or modifications to alternate office spaces.
- Telecommuters or remote workers should not hold business visits or in-person meetings at their alternate work location unless approved by their supervisor.
- Telecommuters or remote workers must take all precautions necessary to secure privileged information in their alternate work location and prevent unauthorized access to any SCCS system.
- Employees are solely responsible for the configuration of and all the expenses and services associated with remote workspace.
- Telecommuters and remote workers are responsible for notifying their employer of any injuries sustained while at their alternate work location and in conjunction with their regular work duties.

F. OTHER

- Telecommuters and remote workers' employment terms and conditions are not affected by changing to or from a telecommuting schedule.
- Telecommuting or remote working is not a replacement for dependent care.
- Telecommuters and remote workers are solely responsible for the tax and legal implications of the use of their alternate work location for business purposes and are solely responsible for any IRS, state, and local government regulations and restrictions.
- The availability of telecommuting or remote work as a flexible work arrangement for SCCS employees will be reviewed periodically by the SCCS and can be modified or discontinued by SCCS at any time.
- Telecommuters and remote workers are expected to carry out the same work duties while working at their onsite location.
- Hourly employees shall not work in excess of forty (40) hours per week without the prior approval of their supervisor.
- Telecommuters and remote workers are responsible for compliance with all other SCCS policies including compliance with Education Law Article 2D compliance and the protection of protected student information.

New Policy adopted by Board of Education November 23, 2020

Southern Cayuga Central School District

STUDENTS

Section 7000

NUMBER

ATTENDANCE

1.1 Comprehensive Student Attendance Policy 7110
1.1.1 Released Time of Students 7111
1.2 Age of Entrance 7120
1.2.1 Screening of New School Entrants 7121
1.3 Entitlement to Attend -- Age and Residency 7130
1.3.1 Education of Homeless Children and Youth 7131
1.3.2 Non-Resident Students 7132
1.4 Involuntary Transfer of Students 7140
1.5 Educational Services for Married/Pregnant Students 7150
1.6 School Census....7160

STUDENT PROGRESS

2.1 Student Evaluation, Promotion and Placement....7210
2.1.1 Provision of Interpreter Services to Parents Who Are Hearing Impaired 7211
2.1.1 Grading Systems 7212
2.2 Graduation Requirements 7220
2.2.1 Early Graduation....7221
2.2.2 Diploma and/or Credential Options for Students with Disabilities 7222
2.2.3 Senior Honors 7223
2.2.4 Graduation Ceremony....7224
2.3 Dual Credit for College Courses....7230
2.4 Student Records: Access and Challenge....7240
2.4.l Release of Information to the Noncustodial Parent 7241
2.4.2 Student Directory Information....7242
2.4.3 Military Recruiters' Access to Secondary School Students and Information on Students....7243
2.5 Student Privacy, Parental Access to Information and Administration of Certain Physical Examinations to Minors 7250

STUDENT CONDUCT

3.1 School Conduct and Discipline....7310
3.1.1 Loss or Destruction of District Property or Resources 7311
3.1.2 Student Dress Code....7312
3.1.3 Suspension of Students 7313
3.1.4 Student Use of Computerized Information Resources 7314
3.1.5 Lockers....7315
3.2 Alcohol, Tobacco, Drugs and Other Substances (Students)....7320
3.3 Searches and Interrogations....7330
3.4 Bus Rules and Regulations 7340
3.5 Corporal Punishment 7350
3.6 Weapons in School and the Gun-Free Schools Act....7360

Section 7000

NUMBER

STUDENT ACTIVITIES

4.1 Extracurricular Activities.....7410
4.1.1 Censorship of School Sponsored Student Publications and Activities....7411
4.1.2 Academic Eligibility for Participation in Extracurricular Activities.....7412
4.2 Interscholastic Sports and the Athletic Program.....7420
4.3 Contests for Students, Student Awards and Scholarships 7430
4.4 Musical Instruments.....7440
4.5 Fund Raising by Students 7450
4.6 Selling Merchandise to Students.....7460
4.7 Constitutionally Protected Prayer in the Public Schools 7470

STUDENT WELFARE

5.1 Student Health Services
5.1.1 Immunization of Students.....7511
5.1.2 Student Physicals 7512
5.1.3 Administration of Medication.....7513
5.1.4 Health Records.....7514
5.2 Accidents and Medical Emergencies.....7520
5.2.1 Head Lice (Pediculosis).....7521
5.2.2 Students with Life-Threatening Health Conditions.....7522
5.3 Child Abuse 7530
5.4 Suicide 7540
5.5 Dignity for All Students Act.....7550
5.5.1 Sexual Harassment of Students.....7551
5.5.2 Bullying: Peer Abuse in the Schools 7552
5.6 Notification of Sex Offenders.....7560
5.7 Supervision of Students 7570

STUDENTS WITH DISABILITIES

6.1 Special Education: District Plan 7610
6.1.1 Children with Disabilities 7611
6.1.2 Grouping of Special Education Students by Similarity of Needs.....7612
6.1.3 The Role of the Board of Education in Implementing a Student's Individualized Education Program 7613
6.1.4 Preschool Special Education Program.....7614
6.1.5 Least Restrictive Environment.....7615
6.1.6 Prereferral Intervention Strategies in General Education (Prior to a Referral for Special Education) 7616
6.1.7 Declassification of Students with Disabilities 7617
6.2 Students with Disabilities Participating in School District Programs 7620
6.2.1 Section 504 of the Rehabilitation Act of 1973 7621
6.3 Appointment and Training of CSE and CPSE Members
6.3.1 Appointment and Training of Committee on Special Education (CSE)/ Subcommittee on Special Education Members 7631
6.3.2 Appointment and Training of Committee on Preschool Special Education (CPSE) Members 7632
6.4 Student Individualized Education Program (IEP): Development and Provision.7640
6.4.1 Transition Services 7641
6.4.2 Twelve Month Special Services and/or Programs.....7642

Section 7000

NUMBER

6.5 Identification and Register of Children with Disabilities 7650
6.6 Parent Involvement 7660
6.7 Impartial Hearings/Selection of Impartial Hearing Officers 7670
6.8 Independent Educational Evaluations 7680
6.9 Special Education Mediation 7690

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Statement of Overall Objectives

The District is an active partner with students and parents/guardians and/or persons in parental relation in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore has developed, and, if necessary, will 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 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.

Compulsory Attendance

Education Law in the State of New York requires all children between the ages of 6 and 16 to be in attendance whenever school is in session. The school year runs from July 1 through June 30. Students who turn 16 after July 1 must attend school until the last day of the school year in which they turn 16.

Description of Strategies to Meet Objectives

The 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) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board, administrators, teachers, students, parents/guardians and/or persons in parental relation, and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness, or early departure of each student.

d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

Determination of Excused and Unexcused Absences, Tardiness, and Early Departures

Based upon our District's education and community needs, values, and priorities, the District has determined that absences, tardiness and early departures (ATED) will be considered excused or unexcused according to the following standards. Excessive absenteeism will adversely affect student achievement.

A written excuse, signed by a parent/guardian and/or person in parental relation should be presented by the student when returning to school following each absence, indicating the reason for the absence.

Excused ATEDs are defined as absences, tardiness and early departures from class or school due to:

a) personal illness*
b) death in the family
c) school closure
d) school sponsored extra-curricular activities
e) religious observance
f) quarantine
g) required court appearances
h) attendance at health clinics, with doctor's note
i) approved college visits
j) approved cooperative work programs
k) military obligations
l) exceptional circumstances as approved by the Board of Education
m) road test

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; examples of unexcused absence include:

a) personal illness*
b) family vacation
c) hunting
d) babysitting
e) haircut
f) oversleeping

*** Grades Pre-K to 6** ***an excused absence requires a note from the parent or a doctor***
*** Grades 7-12** ***an excused absence requires a doctor's note, as coursework is credit bearing toward graduation requirements***

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Attendance Deficiencies, which may result in disciplinary procedures

Tardiness (late) to class

Junior and Senior High School students are allowed three minutes passing time between class periods. A student who is not in the classroom when the bell rings at the beginning of the period is tardy. Classes will be started on time, making punctuality imperative. A student who is tardy to class loses valuable information and disrupts classroom procedure.

Tardiness (late) to school

Students are expected to be punctual to school and class at all times. Students who arrive at school after the start of the school day must sign in at the appropriate school office. At the elementary school level, a parent/guardian and/or person in parental relation must accompany their child to the appropriate office to sign their child in. A note must be submitted from a parent/guardian and/or person in parental relation, explaining the reason.

Excessive tardiness will not be tolerated. Parents/guardians and/or persons in parental relation will be contacted when students are late for unexcused reasons. If the problem becomes chronic, students will be subject to disciplinary action ranging from loss of privilege to detention and suspension.

Class Cuts

A class "cut" is defined as being in school but failing to:

a) report for an assigned class (including scheduled academic intervention sessions)
b) report to study hall or lunch

The penalties for cutting a class range from a warning to suspension. A grade of zero for any quiz, test or graded event held during that class period may be assigned.

Truancy

Any school age child who is not excused, and is absent from school without the permission of the parent/guardian and/or person in parental relation, will be considered truant. Students who are truant will be subject to disciplinary action.

Student Attendance Recordkeeping/Data Collection

Attendance will be taken daily for students in grades PreK-2 and during each class period for grades 3-12.

The record of each student's presence, absence, tardiness, and early departure will 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.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

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

a) For students in non-departmentalized pre-kindergarten through grade 2 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), the student's presence or absence will be recorded after the taking of attendance once per school day. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students in grades K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.

b) For students in grades 3 through 12 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 will be recorded after the taking of attendance in each period of scheduled instruction.

c) Any absence for a school day or portion thereof will 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 grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

No student may leave the building for any reason other than assigned classes or upon permission from the office. Unauthorized leaves will result in disciplinary action.

If a student is injured or feels ill, the student must report to the nurse. If the nurse is not available, he/she should report to the office. Students who leave school without permission from the appropriate school personnel will be counted as an unexcused dismissal.

If a student must be excused from part of the school day, the parent/guardian and/or person in parental relation must provide a written request that their child will give to the school office upon arrival to school.

The request should specify:

a) name
b) date
c) time to be excused
d) destination
e) reason for leaving
f) means of travel from school
g) a telephone number will be requested, by which the above information may be confirmed (parent/guardian and/or person in parental relation, doctor, dentist, etc.)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Please make appointments, if at all possible, on school holidays or after school hours. Students being excused from school for part of the school day must wait in their classroom until a parent/guardian and/or person in parental relation arrives to pick them up, at which time they will be called to the office to sign out.

A record will 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 other cause as may be found satisfactory to the Commissioner of Education.

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

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

The nature of an ATED shall be coded on a student's records. The following categories will be used:

a) Excused Absence
b) Unexcused Absence
c) Truant
d) Suspended tutored
e) Suspended not tutored
f) In-School Suspension
g) Educational Event
h) Tardy
i) Early Dismissal
j) Unexcused Dismissal

Student ATED data shall be available to and should be reviewed by the school nurse, principal and guidance counselors in an expeditious manner.

Attendance data will be analyzed periodically to identify patterns or trends in student absences.

Continuous monitoring will be conducted to identify students who are absent, tardy or leave class or school early. Parents/guardians and/or persons in parental relation of students who are not in regular school attendance will be contacted by phone. If not reached, they will be contacted in writing.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Attendance/Grade Policy

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs will affect a student's class participation grade for the marking period. Each school may have further grading policy regulations.

Student Attendance and Course Credit

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.

At the junior/senior high school level, any student with more than 30 absences in a full-year course may not receive credit for the course. However, students with properly excused absences, tardiness, and early departures for which the student has performed any assigned make-up work, assignments, and/or tests will not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

Should a student exceed the 30-day absence threshold, the attendance recovery program will need to be completed.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or

b) Working pursuant to an approved independent study program; or

c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

To ensure that parents/guardians and/or persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines will be followed:

a) Copies of the District's Comprehensive Student Attendance Policy will be available to parents/guardians and/or persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.

b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/guardian and/or person in parental relation or student handbooks or posted on the District website.

c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/guardian and/or person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent/guardian and/or person in parental relation cannot be reached by telephone, a letter will be sent detailing this information.

d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration or referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

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

A designated staff member will notify by letter after attendance thresholds are met to the parent/guardian and/or person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member will explain the District's Comprehensive Student Attendance Policy, the District's or building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit.

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

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Disciplinary Consequences

Excessive 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, detention, and denial of participation in interscholastic and extracurricular activities. Parents/guardians and/or 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 and grade levels will address procedures to implement the notification process to the parent/guardian and/or person in parental relation.

Appeal Process

A parent/guardian and/or person in parental relation may request a building level review of his or her child's attendance record.

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

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

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211 and 3213
8 NYCRR §§ 104.1, 109.2 and 175.6

SCCS BOE reviewed, revised and re-adopted March 27, 2017
SCCS BOE revised and approved February 22, 2010

SUBJECT: RELEASED TIME OF STUDENTS

Written requests from the parent/guardian and/or person in parental relation for the release of students generally will be honored. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the state.

The building principal shall assume this responsibility or shall designate an individual to review and approve all requests.

8 New York Code of Rules and Regulations
(NYCRR) Section 109.2

Reviewed & re-adopted SCCS BOE February 8, 2010; no revision
Adopted: 6/7/04

SUBJECT: AGE OF ENTRANCE

Kindergarten

Students who are legal residents of the School District and who reside with parents/ guardians and/or persons in parental relation within the School District at the time of the opening day of school must be five (5) years of age or more on December 1 to register for kindergarten.

A child who transfers into the School District at any time during the school year may be considered for admission to kindergarten by the Superintendent provided:

a) The parents/guardians and/or persons in parental relation were not legal residents of the School District on the opening day of school, and

b) The child has been registered and enrolled in kindergarten in the district in which his/her parents/guardians and/or persons in parental relation were legal residents.

Other Grades

Admission of children to other grades shall involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Proof of Age

A student's birth certificate or other satisfactory evidence of age shall be presented at the time of initial registration. The child shall be entered under his/her legal name.

Education Law Sections 1712, 3202 and 3212

Reviewed & re-adopted SCCS BOE February 8, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS

The Board of Education shall provide for the screening of every new entrant to school to determine which students may have disabilities, may be gifted or may be of limited English proficiency. A new entrant means a pupil entering the New York State public school system for the first time, or re-entering a New York State public school with no available record of a prior screening. Such diagnostic screening shall be conducted:

a) By persons appropriately trained or qualified;
b) In English or in the student's native language if the language of the home is other than English;
c) In the case of new entrants, prior to the school year, if possible, but no later than December 1 of the school year of entry or within fifteen (15) days of transfer of a student into a New York State public school should the entry take place after December 1 of the school year;
d) In the case of students who score below the state reference point on New York State assessment tests, within thirty (30) days of the availability of the test scores.

Such screening shall include, but not be limited to the following:

a) A physical examination by a physician/nurse practitioner or submission of a health certificate in accordance with Sections 901, 903, and 904 of the Education Law, including proof of immunization as required by Section 2164 of the Public Health Law;
b) An assessment of motor development, of receptive and expressive language development, articulation skills, and cognitive ability in the student's native language, if the language of the home is not English.

If such screening indicates a possible concern, Policy #7616 PRE-REFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION (PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) RESPONSE TO INTERVENTION (RTI) is implemented.

Students demonstrating giftedness will be provided with differentiated instruction and enrichment opportunities in the regular education setting. The term gifted child is defined as a child who shows evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts.

(*continued*)

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS (*continued*)

If such screening indicates a child identified as possibly being of limited English proficiency, such child shall be referred for further evaluation in accordance with the Regulations of the Commissioner of Education to determine eligibility for appropriate transitional bilingual or free-standing ESL programs.

Reporting to Parents/Guardians and/or Persons in Parental Relation

Parents/guardians and/or persons in parental relation of children to be screened shall receive information in advance regarding the purpose of screening, the areas to be screened and the referral process. The information shall be communicated either orally or in writing in the parents'/guardians' and/or persons in parental relation primary language(s). This information will be provided during the registration interview.

Parents/guardians and/or persons in parental relation have the right to request information regarding their child's performance during screening. They shall have access to the screening results and obtain copies upon request.

Confidentiality of Information

The Board of Education's policy and administrative regulations in accordance with the Family Educational Rights and Privacy Act of 1974 shall apply to all information collected about a child through the screening program. In accordance with the policy and regulations, parents/ guardians and/or persons in parental relation shall be informed of their right to privacy, their right to access to the records and their right to challenge those records should they be inaccurate, misleading or otherwise inappropriate.

Family Educational Rights and Privacy Act of 1974
20 United States Code (USC) Section 1232(g)
Education Law Sections 901, 903, 904, 914 and 3208(5)
Public Health Law Section 2164
8 New York Code of Rules and Regulations (NYCRR) Parts 117, 142.2, and 154

NOTE: Refer also to Policy #8240 -- Instructional Programs: Driver Education, Gifted and Talented Education and Physical Education

SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010
Adopted: 6/7/04

SUBJECT: ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY

Entitlement to Attend

All persons residing within the District who are between the ages of five (5) years and twenty-one (21) years and who have not obtained a high school diploma are entitled to enroll in the District.

A student who becomes six (6) years of age on or before the first of December in any school year shall be required to attend full-time instruction from the first day that the District schools are in session in September of such school year, and a student who becomes six (6) years of age after the first of December in any school year shall be required to attend full-time instruction from the first day of session in the following September. Each student shall be required to remain in attendance until the last day of session in the school year in which the student becomes sixteen (16) years of age. **Additionally, any student from sixteen (16) to seventeen (17) years of age who is not employed will be required to attend full-time instruction until the end of the school year in which such student turns seventeen (17) years of age.*

Evidence of a prospective student's age and residency must be presented in such form as is permitted by state and federal law and regulation.

Determination of Student Residency

"Residence," for purposes of this policy, is established by a child's physical presence as an inhabitant within the District and his/her intent to reside in the District.

A child's residence is presumed to be that of his/her parents or legal guardians. Where a child's parents live apart, the child can have only one legal residence. In cases where parents have joint custody, the child's time is essentially divided between two (2) households, and both parents assume responsibility for the child, the decision regarding the child's residency lies ultimately with the family. Where parents claim joint custody, but do not produce proof of the child's time being divided between both households, residency will be determined on the basis of the child's physical presence and intent to remain within the District.

The presumption that a child resides with his/her parents or legal guardians may be rebutted upon demonstration that custody of such child has been totally and permanently transferred to another individual. The District will not acknowledge living arrangements with persons other than a child's parents or legal guardians which are made for the sole purpose of taking advantage of the District's schools.

The presumption that a child resides with his/her parents or legal guardians may also be rebutted upon demonstration that such child is an emancipated minor. To establish emancipation, a minor may submit documentation of his/her means of support, proof of residency and an explanation of the circumstances surrounding the student's emancipation, including a description of the student's relationship with his/her parents or persons in parental relation.

(*continued*)

SUBJECT: ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY (*continued*)

Notwithstanding the foregoing, all determinations of student residency will be made consistent with applicable state and federal laws and regulations.

Undocumented Children

The District is mindful that undocumented children are entitled to attend the District's schools, provided they meet the age and residency requirements established by state law. Consequently, the District will not request or require on any enrollment or registration form, in any meeting, or in any other form of communication, any documentation and/or information regarding or tending to reveal the immigration status of a child, a child's parent(s) or the person(s) in parental relation. In the event the District is required to collect such information, the District will do so after the child has been enrolled. In no instance will such information be required as a condition of enrollment or continued attendance.

Children of Activated Reserve Military Personnel

Students temporarily residing outside the boundaries of the District, due to relocation necessitated by the call to active military duty of the student's parent or person in parental relation, will be allowed to attend the public school that they attended prior to the relocation. However, the District is not required to provide transportation between a temporary residence located outside the District and the school the child attends.

Homeless Children

Determinations regarding whether a child is entitled to attend the District's schools as a homeless child or youth will be made in accordance with Section 100.2(x) of the Commissioner's Regulations, as well as applicable District policy and regulation.

Education Law Sections 3202, 3205 and 3218
Family Court Act Section 657
8 NYCRR Sections 100.2(x) and (y)

NOTE: Refer also to Policies #7131 -- Education of Homeless Children and Youth
#7132 -- Non-Resident Students

SCCS BOE; reviewed, revised & adopted June 8, 2015
Reviewed & re-adopted SCCS BOE February 8, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

IDENTIFICATION OF STUDENTS IN TEMPORARY HOUSING

Under the McKinney-Vento Act, it is the obligation of all districts to affirmatively identify all students in temporary housing. Therefore, it is the policy of this local educational agency ("LEA") the Southern Cayuga Central School District, to determine whether there are students in temporary housing within the LEA by using an enrollment/residency questionnaire to determine the nighttime residence of all newly enrolled students and all students whose address changes. Not all students in temporary housing can be identified through social service agencies or shelters, as children may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. For this reason, the Southern Cayuga Central School District uses an enrollment form/residency questionnaire that asks for a description of the current living arrangements of the child or youth in order to determine whether the child or youth meets the definition of a homeless child under the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. § 11434a(2)) ("McKinney-Vento") and New York Education Law § 3209(1)(a).

DEFINITION OF HOMELESS CHILD AND UNACCOMPANIED YOUTH

Pursuant to McKinney-Vento Act, a homeless child is defined as:
(1) a child who lacks a fixed, regular, and adequate nighttime residence, including a child or youth who is:
(i) sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as "doubled-up");
(ii) living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
(iii)abandoned in hospitals;
(iv) awaiting foster care placement; or
(v) a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
(2) a child or youth who has a primary nighttime location that is:
(i) a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth; or
(ii) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar setting.

An unaccompanied youth is defined as a homeless youth who is not in the physical custody of a parent or guardian.

DUTIES OF THE MANDATED MCKINNEY-VENTO LIAISON

Every LEA, regardless of whether it receives a McKinney-Vento subgrant, is required to designate a local liaison for homeless children and youth ("McKinney-Vento liaison"). The McKinney-Vento liaison for the Southern Cayuga Central School District serves as one of the primary contacts between families experiencing homelessness and school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

The McKinney-Vento liaison must ensure that:

- Students in temporary housing are identified by school personnel and through coordination activities with other entities and agencies;
- Students in temporary housing enroll in, and have full and equal opportunity to succeed in, the schools of the Southern Cayuga Central School District;
- Students in temporary housing and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the LEA, and referrals to health, mental health, dental, and other appropriate services;
- Parents or guardians of students in temporary housing are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Parents and guardians of students in temporary housing, and unaccompanied youth, are fully informed of all transportation services, including transportation to and from the school district of origin and are assisted in accessing transportation services;
- Disputes regarding school selection, enrollment and/or transportation are mediated in accordance with the requirements of McKinney-Vento;
- Assistance in commencing an appeal pursuant to Education Law §310 of a final determination regarding enrollment, school selection and/or transportation is provided to the students in temporary housing's parent or guardian or the unaccompanied youth in accordance with the provisions of 8 NYCRR §100.2(x)(7)(iii);
- Public notice of the educational rights of students in temporary housing is posted in locations where such students receive services, such as schools, shelters, and soup kitchens;
- A record is maintained of all appeals of enrollment, school selection and transportation; and
- School personnel, service providers and advocates working with students in temporary housing are informed of the duties of the McKinney-Vento liaison.

SCHOOL OF ORIGIN

The McKinney-Vento Act defines school of origin as "the school that the child or youth attended when permanently housed or the school in which the child or youth last enrolled."

THE DESIGNATOR HAS RIGHT TO CHOOSE THE SCHOOL DISTRICT THE STUDENT IN TEMPORARY HOUSING WILL ATTEND

The Southern Cayuga Central School District understands that the "designator" decides which school district a student in temporary housing will attend. A designator is:

- the parent or person in parental relation (guardian) to a student in temporary housing; or
- the student in temporary housing, together with the McKinney-Vento liaison, in the case of an unaccompanied youth; or
- the director of a residential program for runaway and homeless youth, in consultation with the student in temporary housing, where such student is living in such program.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

The designator has the right to designate one of the following as the school district within which a student in temporary housing shall be entitled to attend upon instruction:

- **School district of current location -** the public school district within the State of New York in which the hotel, motel, shelter or other temporary housing arrangement of a student in temporary housing or the residential program for runaway and homeless youth is located;
- **School district of origin** - the public school district within the State of New York in which the student in temporary housing was attending a public school on a tuition-free basis or was entitled to attend when circumstances arose that caused such child to become homeless. If the school district of origin is designated, the student in temporary housing is entitled to return to the school building where previously enrolled;
- **School district participating in a regional placement plan** - a regional placement plan is a comprehensive regional approach to the provision of educational placements for homeless children, which must be approved by the Commissioner of Education.

Please note: Students who have designated the district of current location and move to another temporary housing location outside of such district, or to a different attendance zone or community school district within such district, shall be entitled to continue the prior designation to enable the student to remain in the same school building for the duration of homelessness and through the end of the school year in which the student becomes permanently housed. The student may be able to remain in the same district for one additional year, if the year constitutes the student's terminal year in such building.

DESIGNATION/STAC 202 FORM

The Southern Cayuga Central School District will identify all students in temporary housing, and a designation form will be completed by the designator for all such students and any other student who claims homelessness. Designations must be made on the STAC 202 form provided by the Commissioner.

- The appropriate designator must complete the designation form. The Southern Cayuga Central School District makes designation forms available to a student in temporary housing who seeks admission to school or to the parent or person in parental relation who seeks to enroll such child in school.
- Where a parent or person in parental relation or a child who is neither placed in a temporary housing facility by the local department of social services nor housed in a residential program for runaway homeless youth, designates the Southern Cayuga Central School District as the school district of current location, the Southern Cayuga CSD will forward to the New York State Education Department (the "Department") a completed designation form and a statement of the basis for its determination that the child is a homeless child entitled to attend the schools of the district.
-
- **UPON RECEIPT OF THE DESIGNATION/STAC 202 FORM**
-
- Upon identification of a child who is homeless and/or receipt of a completed designation form, the Southern Cayuga Central School District will:

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

- immediately review the designation form to assure that it has been completed and admit the student in temporary housing even if the child or youth is unable to produce records (This provision is applicable only to certain school districts in Westchester County.) normally required for enrollment, such as previous academic records, medical records, immunization records, proof of residency or other documentation;
- provide the child with access to all of the Southern Cayuga Central School District's programs, activities and services to the same extent as they are provided to resident students;
- immediately contact the school district where the child's records are located in order to obtain a copy of such records and coordinate the transmittal of records for students with disabilities pursuant to section 200.4(e)(8)(iii) of the Commissioner's regulations;
- immediately refer the parent or guardian of the student in temporary housing to the McKinney-Vento liaison who must assist in obtaining necessary immunizations or immunization or medical records if the child or youth needs to obtain immunizations or immunization or medical records;
- forward the STAC 202 form to the Commissioner and the school district of origin, where applicable. In all cases, the Southern Cayuga Central School District will give a copy of the completed STAC 202 to the designator and keep a copy of the STAC 202 form for the LEA's records.

UPON RECEIPT OF A REQUEST FOR RECORDS

Within five days of receipt of a request for school records from a new school, the Southern Cayuga Central School District will forward, in a manner consistent with state and federal law, a complete copy of the student in temporary housing's records, including, but not limited to, proof of age, academic records, evaluations, immunization records, and guardianship papers, if applicable.

TUITION REIMBURSEMENT

The Southern Cayuga Central School District is eligible to request reimbursement from the Department for the direct costs of educational services to students in temporary housing that are not otherwise reimbursed under special federal programs, when:

- the district is either the school district of current location or a school district participating in a regional placement plan,
- the district is designated as the school district of attendance, and
- the school district of origin for the student in temporary housing is within New York State.

All claims for reimbursement will be made on the STAC 202 form prescribed by the Commissioner of the State Education Department.

TRANSPORTATION RESPONSIBILITIES

- A social services district is responsible for providing transportation to students in temporary housing who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

- To the extent funds are provided for such purpose, the Office of Children and Family Services ("OCFS") provides transportation for each student in temporary housing who lives in a residential program for runaway youth and homeless youth located outside of the designated school district. The social services district or OCFS may also contract with the Southern Cayuga Central School District or with our local board of cooperative educational services ("BOCES") to provide such transportation. If the runaway and homeless youth shelter is not capable of transporting or contracting for transportation, the Southern Cayuga Central School District will provide transportation and will seek reimbursement. The costs for transportation will be reimbursed by the State Education Department with the submission of a Runaway and Homeless Youth Act Transportation Program Form. Where the Southern Cayuga Central School District provides transportation for a student living in an Runaway and Homeless Youth ("RHY") facility, the LEA will promptly request reimbursement using the Runaway and Homeless Youth Act Transportation Form which is available from the Homeless Education Program Office (518-473-0295) and online at www.nysteachs.org
- The Southern Cayuga Central School District will transport any student in temporary housing where it is the designated district of attendance and the student in temporary housing is not entitled to receive transportation from the Department of Social Services or OCFS.
- When the Southern Cayuga Central School District is designated as the school district of current location for a student in temporary housing, Southern Cayuga CSD will provide transportation on the same basis as it is provided to resident students.
- If the student in temporary housing designates the Southern Cayuga Central School District as the school district of origin or a district participating in a regional placement plan, transportation will not exceed 50 miles each way, unless the Commissioner of the State Education Department determines that it is in the best interest of the child.
- The Southern Cayuga Central School District shall delay for 30 days the implementation of a final determination to decline to transport a student in temporary housing or unaccompanied youth.

DISPUTE RESOLUTION PROCESS

The Southern Cayuga Central School District has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- The Southern Cayuga Central School District will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth if Southern Cayuga CSD declines to either enroll and/or transport such child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth.
- The Southern Cayuga Central School District will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

- If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner with a stay application within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school until the Commissioner renders a decision on the stay application.
- If the Commissioner grants the stay request and issues a stay order requiring continued enrollment and/or transportation, the student in temporary housing can continue attending the school and/or receiving transportation until the Commissioner issues an appeal decision. However, if the Commissioner denies the stay request, the student in temporary housing can be asked to leave the school and/or discontinue transportation immediately.
- If the Commissioner sustains the appeal and issues a decision requiring continued enrollment and/or transportation, student can continue attending the school at issue and/or receiving transportation. However, if the Commissioner dismisses the appeal, the student can be asked to leave the school and/or discontinue transportation immediately.

MCKINNEY-VENTO LIAISON'S DISPUTE RESOLUTION RESPONSIBILITIES

- The Southern Cayuga Central School District's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law §310 of a final school district decision regarding enrollment, school selection and/or transportation.
- The McKinney-Vento liaison must provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at: http://www.counsel.nysed.gov/appeals/petition.htm.
- The McKinney-Vento liaison must assist the parent or guardian or unaccompanied youth in completing the form petition, including the section requesting interim relief (stay provision).
- The McKinney-Vento liaison must arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth.
- The McKinney-Vento liaison must accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district.
- The McKinney-Vento liaison must provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

- The McKinney-Vento liaison must transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.
- The McKinney-Vento liaison must provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.
- The McKinney-Vento liaison must accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth.
- The McKinney-Vento liaison must maintain a record of all appeals of enrollment, school selection, and transportation determinations.

COORDINATION

- The Southern Cayuga Central School District will coordinate the provision of services described above with local social services agencies and other agencies or programs providing services to students in temporary housing and their families, including services and programs funded under the Runaway and Homeless Youth Act.
- The Southern Cayuga Central School District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.
- The Southern Cayuga Central School District will coordinate implementation of the above provision of services with the requirements of the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

COORDINATION WITH TITLE I (For districts that receive Title I Funds)

The Southern Cayuga Central School District acknowledges that students in temporary housing are eligible for services under Title I, Part A, whether or not they live in a Title I school attendance area or meet the academic requirements required of other children. The Southern Cayuga Central School District will ensure that:

- Title I, Part A funds are set aside as are necessary to provide students in temporary housing who do not attend participating schools with services comparable to those provided to children in Title I, Part A funded schools, including providing educationally related support services to children in shelters and other locations where students in temporary housing may live.
- The Southern Cayuga Central School District, receiving Title I, Part A funds, will include in its local plan a description of how the plan is coordinated with McKinney-Vento.
- The local plan will describe services provided to students in temporary housing.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

- If the Southern Cayuga CSD reports that there are no students in temporary housing or unaccompanied youth in non-Title I schools, the LEA will describe the efforts it made to identify students in temporary housing and unaccompanied youth. Such efforts will include contacting the local department of social services or OCFS to verify that there are no students in temporary housing in the LEA.

The Southern Cayuga Central School District will also document that its enrollment form/ residency questionnaire asks about the living arrangements of the child or unaccompanied youth, including asking if he or she is living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing; or awaiting an OCFS permanent foster care placement. Documentation of the LEA's efforts to identify students in temporary housing will be maintained on file and a copy of the LEAs enrollment form/residency questionnaire which asks the above questions will also be kept on file.

REPORTING
The Southern Cayuga Central School District will collect and transmit to the Commissioner, at such time and in such manner as the Commissioner may require, reports containing such information as the Commissioner determines is necessary, including the numbers of homeless students, their grade, and their nighttime residence.

ACCESS TO FREE MEALS (only for districts participating in the federal free/reduced meal program)
The Southern Cayuga Central School District will provide free meals to all children identified as homeless. They do not have to complete a free or reduced-price meal application. When the McKinney-Vento liaison or a shelter director provides a child's name to the Southern Cayuga CSD's school food service office, free school meals will commence immediately.

Questions about this policy or the protections available to students in temporary housing can be directed to the McKinney-Vento Liaison. (SCCS 315-364-7111 or 315-364-8711)
Questions can also be directed to NYS-TEACHS at (800) 388-2014.

NOTES
In addition to using the residency questionnaire, the Southern Cayuga Central School District will also contact our local department of social services (http://www.health.state.ny.us/health_care/medicaid/ldss.htm) to identify students in temporary housing, as well as the local runaway and homeless youth shelter (http://www.ocfs.state.ny.us/main/youth/runaway_homeless_services.pdf) and any other shelters located within the LEA boundaries to ensure all students in temporary housing are properly identified and served.

The terms "homeless child" and "student in temporary housing" are used interchangeably throughout this policy.
The terms "LEA" and "school district" are used interchangeably throughout this policy.

SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

McKinney-Vento 42 USC § 11434a(2), Education Law § 3209(1)(a), and 8 NYCRR § 100.2(x)(1)(i)
42 USC § 11434a(6); 8 NYCRR §100.2(x)(1)(vi)
42 USC §11432(g)(6)(A); 8 NYCRR §100.2(x)(7)(iii); 42 USC §11432(g)(3)(G)
NY Education Law §3209(1)(b); 8 NYCRR §100.2(x)(1)(ii)
42 USC §11432(g)(3)(A); NY Education Law §§3209(1)(c)-(e) & (2); 8 NYCRR §100.2 (x)(1)(iii)-(v) & (2)
NY Education Law §3209(2)(d); 8 NYCRR §100.2(x)(3)
42 USC §11432(g)(3)(C)&(g)(4); NY Education Law §3209(2)&(2-a); 8 NYCRR §100.2(x)(3)&(4)
NY Education Law §3209(2)(f); 8 NYCRR §100.2(x)(5); NY Education Law §3209(3)(a)
NY Education Law §3209(4); 8 NYCRR §100.2(x)(6)
NY Education Law §3209(4)(d); 8 NYCRR §100.2(x)(6)(iii)
NY Education Law §3209(4)(c); 8 NYCRR §100.2(x)(6)(ii); 8 NYCRR §100.2(x)(7)(ii)(c)
42 USC §11432(g)(3)(E); 8 NYCRR §100.2(x)(7)(ii); U.S. Department of Education, Education for Homeless Children and Youth Program, Non-Regulatory Guidance (July 2004)
42 USC §11432(g)(3)(E)(iii); 8 NYCRR §100.2(x)(7)(iii)(c)
42 USC §11432(g)(5); 8 NYCRR §100.2(x)(7)(vi); 42 USC §1758(b)(12)(A)
8 NYCRR §100.2(x)(7)(vii)

A copy of the Designation/STAC form 202 is available at
http://www.nysteachs.org/media/INF_SED_STAC202_Form.pdf.
NYSED's sample Residency Questionnaire can be found here: http://www.nysteachs.org/info-forms/nysed/

Reviewed & re-adopted SCCS BOE March 27, 2017; no revision
SCCS BOE reviewed & adopted May 23, 2016
Reviewed & re-adopted SCCS BOE February 8, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: NON-RESIDENT STUDENTS

Definition of Resident and Non-Resident Student

Resident Student:
A resident student is one who is living within the Southern Cayuga Central School District. Generally, a student's legal school district residence is presumed to be that of his/her parents/guardians and/or persons in parental relation.

Non-Resident Student:
A non-resident student is defined as one whose residence is outside of the Southern Cayuga Central School District. A non-resident student is not a homeless student.

The Southern Cayuga Central School District Board of Education recognizes that its primary responsibility is to provide the best possible educational opportunities for the children who are legal district residents and who are of legal age to attend school.

A non-resident student may not be accepted for enrollment in programs or services offered by the Southern Cayuga Central Schools

Change in Status During School Year
If the student is eligible to graduate at the end of the current school year, he/she may remain until the end of the school year.

Bona Fide Foreign Exchange Students
Students residing with families within the boundaries of the School District must provide proof that they are participating in a recognized foreign exchange student program to attend District schools.

Transportation
Parents/guardians and/or persons in parental relation of students who are non-residents are required to provide their own transportation to the closest stop on a bus run or a mutually arranged stop within the District. The District will not transport students outside of District boundaries. No transportation fee will be charged from previously established pick-up points as long as the district incurs no additional staffing or transportation expense.

Education Law Sections 1709(13), 2045, 3202, 3204 and 3205 and 8 New York Code of Rules and Regulations (NYCRR) Section 174.2

BOE reviewed, revised & adopted October 14, 2014
BOE reviewed & Approved, February 22, 1010
BOE reviewed March 23, 2009; no changes made
BOE Adopted -- September 19, 2005

SUBJECT: INVOLUNTARY TRANSFER OF STUDENTS

Involuntary transfer of a student from regular classroom instruction to an appropriate educational setting in another school shall be in accordance with Education Law.

Education Law Sections 1709(3) and 3214(5)

Reviewed & re-adopted SCCS BOE February 8, 2010; no revision
Adopted: 6/7/04

SUBJECT: EDUCATIONAL SERVICES FOR MARRIED/PREGNANT STUDENTS

Married Students

The Board of Education will comply with state law in reference to married students attending school.

Pregnant Students

SCCS educates according to the laws governing compulsory school attendance. The law further requires that a school district provide for this instruction for pregnant students and also to provide for home instruction for those students of legal age who are unable to profit from instruction in school.

In view of the above, administrative regulations will be developed to implement the terms of this policy to provide instruction as required by the New York State Education Law for students who become pregnant. The Superintendent, or his/her designee, is directed to consult with the school physician and the student's personal physician in determining the form of instruction.

The form of instruction may be any of the following or a combination of the following:

a) Remain in school with provisions for special instruction, scheduling, and counseling where needed.

b) Receive home instruction.

c) Attend BOCES programs.

Education Law Sections 1604(20), 3202-1, 3205-1, 4401-1, and 4402-2

BOE Reviewed & Approved, February 22, 1010
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL CENSUS

With the exception of the cities of New York, Buffalo and Rochester, as well as small city school districts, all other school districts are authorized, rather than obligated, to take a census of all children from birth to eighteen (18) years of age. SCCS has chosen not to conduct a bi-annual door-to-door census beginning in 2011.

The census must indicate the names of all children between birth and eighteen (18) years of age, and of children with disabilities between birth and twenty-one (21) years of age; their respective residences by street and number; the day of the month and the year of their birth; the names of the persons in parental relation to them; such information relating to physical or mental disabilities, to illiteracy, to employment and to the enforcement of the law relating to child labor and compulsory education as the State Education Department and the Board of Education shall require; and also such further information as the Board shall require.

On written request and in such form as prescribed by the Commissioner of Education, the Board shall provide to the Commissioner a report containing the names, ages and addresses of those children who are blind or deaf and those children having serious physical or mental disabilities. Additionally, such report shall further indicate whether such children are being educated within the public schools of the District or, if they are not, where such education is being furnished to them.

Parents/guardians and/or persons in parental relation to those children within the prescribed census age ranges are to make such reports as the Board of Education shall require, including, but not limited to, providing two (2) weeks before the child reaches compulsory school age, the name of the child; the child's residence; the name of the parent/guardian and/or person or persons in parental relation to the child; the name and location of the school to which the child shall have been or shall be sent as a student; and such other information as required by law or as the Board may require.

A parent/guardian and/or person in parental relation or other person having under his/her control or charge a child between birth and eighteen (18) years of age who withholds or refuses to give information in his/her possession relating to such census data as required by law pertaining to the child; or, in the alternative, gives false information in relation to such census data, shall be liable to and punished by a fine or imprisonment as established by law.

Census data shall be reported as required by law.

Education Law Sections 3240-3243 and 4402(1)(a)
8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(a)

NOTE: Refer also to Policy #7650 -- Identification and Register of Children With Disabilities

BOE Reviewed & Approved, February 22, 1010
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT

Grade Promotion and Placement

Grade promotion and the placement of students within the District's educational system, shall be at the discretion of the school administration and shall be subject to review at any time. In making such decisions, the administrator or building principal will be guided by performance in class, past records, including various measures of student growth, parent/guardian and/or person in parental relation and teacher recommendations and any other appropriate sources of information. However, requests for specific teachers will not be honored.

Parent Request for Class Placement

All requests regarding must be made in writing, contain a specific reason for the request, and be submitted to the principal no later than May 1.

The School District will attempt to honor all legitimate requests. However, final placement decisions will rest with the school principal.

Testing Program

The Southern Cayuga School District utilizes various ability, achievement, diagnostic, readiness, interest and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services. The District will not make any student promotion or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The District may, however, consider student performance on such state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to such assessments and that such assessments do not constitute the major factor in such determinations.

Alternative Testing Procedures

The use of alternative testing procedures shall be limited to:

a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures shall be specified in a student's Individualized Education Program or Section 504 Accommodation Plan; and

b) Students whose native language is other than English (i.e., English as a Second Language), in accordance with State Education Department Guidelines.

The alternative testing procedures employed shall be based upon a student's individual needs and the type of test administered.

The District shall report the use of alternative testing procedures to the State Education Department on a form and at a time prescribed by the Commissioner.

SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT

Final Marks

The final mark in a one-credit course shall be determined by Administrative regulation.

Exceptions may be made by the administration for such areas as middle school subjects, performing organizations, physical education, BOCES courses, alternatives approved by the State Education Department, pass/fail courses, and transfer courses. Guidelines will be determined by the administration.

The minimum passing mark for all courses is a final average of 65. A final examination is included as 1/7 of a student's final grade. Regents exams may be used by teachers as a portion of a student's 6th marking period grade. Regents exams are used to meet graduation requirements in New York State. Regents exams will not be used as a final exam for the course. Students may retake Regents exams to improve their exam grade. Retakes of Regents exams will not be used to revise previous course averages. The highest grade on the Regents exam will appear on the student's transcript.

NOTE: NYSED allows credit by examination. A student must score an 85% or better when challenging an exam for course credit.

Honor Roll

The minimum averages for the Honor Roll are as follows:

Grades 5-12: 85% for Honor Roll
90% for High Honor Roll
95% for Principal's Honor Roll, with no failing grades

Guidelines will be determined by Administrative regulation.

Completion of a Failed Course

A student who fails a one-semester senior high school course may need to ~~must repeat~~ complete the course in full to receive credit.

A student who fails a full-year senior high course must repeat the course for an extra year or meet one of the following alternatives in order to earn credit.

a. Pass the course using the student's second semester grades from the previous year and the first semester grades for the current year. A student may also be required to take and pass a final exam in the course. The final mark will be determined by administrative regulation. Alternatives may be considered at the discretion of the Jr/Sr High School Principal.
b. Earn a passing final average in summer school or other approved course.
c. Note: New York State Education Department (NYSED) allows credit by challenging the Regents examination in Regents level courses. A student must score an 85% or better on the Regents to earn course credit.

SUBJECT: STUDENT EVALUATION, PROMOTION AND PLACEMENT

Reporting to Parents/Guardians and/or Persons in Parental Relation to Students

Parents/guardians and/or persons in parental relation to students shall receive an appropriate report of student progress at regular intervals. Report cards shall be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Report cards, however, are not intended to exclude other means of reporting progress, such as conferences, phone conversations, etc.

The District will not place or include on a student's official transcript or maintain in a student's permanent record any individual student score on a state administered standardized English language arts or mathematics assessment for grades 3 through 8. However, the District will comply with state and federal requirements regarding the maintenance and transfer of student test scores. Any test results on a state administered standardized English language arts or mathematics assessment for grades 3 through 8 sent to parents/guardians and/or persons in parental relation to a student shall include a clear and conspicuous notice that such results will not be included on the student's official transcript or in the student's permanent record and are being provided to the student and parents/guardians and/or persons in parental relation for diagnostic purposes.

When necessary, attempts will be made to provide interpreters for non-English speaking parents/guardians and/or persons in parental relation to District students.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq
Education Law Sections 305(45) – (47), 1709(3)
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(g). 100.2(ll), 100.3(b)(2)(iv), 100.4(b)(2)(v), 100.4(e)(6)
8 NYCRR Parts 117 and 154

SCCS Board of Education, reviewed & revised, October 14, 2014
SCCS Board of Education, reviewed & revised, October 15, 2013
SCCS BOE reviewed & revised April 12, 2010
Revised & Adopted February 13, 2006
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PROVISION OF INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED

The Board of Education assures parents/guardians and/or persons in parental relationship who are hearing impaired the right to meaningful access to school initiated meetings or activities pertaining to the academic and/or disciplinary aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in School District meetings or activities.

Parents/guardians and/or persons in parental relationship shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the School District within fourteen (14) days of the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the principal/designee. The District shall also notify appropriate school personnel as to the terms and implementation of this policy.

If interpreter services are requested, the District shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. The District will arrange for interpreters through a District-created list or through an interpreter referral service. The District shall also develop interagency agreements, as appropriate, to ensure that sign language interpreters are provided for eligible parents/guardians and/or persons in parental relationship when District students attend out-of-District schools or programs.

In the event that an interpreter is unavailable, the School District shall make other reasonable accommodations which are satisfactory to the parents/guardians and/or persons in parental relationship. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

a) Written communications, transcripts, note takers, etc; and

b) Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(aa)

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: GRADING SYSTEMS

The Board of Education supports the timely and accurate communication of students' progress. Further, the tracking and monitoring of academic performance is critical to the successful assessment of a student's growth and progress. To that end the reporting of a student's performance shall take advantage of available technology such as the District's Online Grading System for student and parent access as well as traditional and customary forms of reporting. Administration is responsible for monitoring the timely input of student grades. The building-level administrators will report delays in assigning grades or inputting grades into the e-gradebook to the superintendent each marking period.

Grades UPK-3

1) Report cards will be issued four times per school year for students in grades UPK-3.
2) The grading system shall reflect the child's academic progress as well as effort and conduct. The grading scale is based on a 1-4 rating in core area subjects and a letter grade for special areas.

Grades 4-6

1) Report cards will be issued four times per school year for students in grades 4-6.
2) A separate code mark/comment shall be included for effort and/or conduct.
3) Grades in each subject shall be based on achievement and a 1-100 scale. The passing mark for students is 65.

Grades 7-12

1) Report cards will be issued six times per school year for grades 7-12 following the end of each marking period listed on the district calendar.
2) A separate code mark/comment shall be included for effort and/or conduct.
3) Grades in each subject shall be based on achievement and a 1-100 scale. The passing mark for students is 65.

Adopted: April 11, 2016

GRADUATION OPTION/EARLY GRADUATION/ACCELERATED PROGRAMS

To graduate from Southern Cayuga Central School District, a student must complete or may exceed the requirements set forth in Part 100 of the Commissioner's Regulations (22 credit minimum). The Board of Education reserves the right to establish requirements for graduation which exceed the minimum standards as defined by the New York State Regents. SCCS students entering grade nine in September of 2008 will be required to earn a minimum of 26 course credits for graduation, taking at least 6 ½ credits per year except when a modified plan is approved by the principal.

Pathways to Graduation

Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.

Early Graduation

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to graduation early in making its decision.

Accelerated Programs

<u>Eighth Grade Acceleration for Diploma Credits</u>

Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Dual Credit for College Courses

Students who have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with the District. Students who wish to enroll in college-level coursework must meet all academic, grade level, and coursework requirements. These opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day. *The Board may pay a portion of tuition and other related costs for those high school students enrolled in college courses.*

GRADUATION OPTION/EARLY GRADUATION/ACCELERATED PROGRAMS

Online Coursework

The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.

To receive credit for online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam or other assessment in the subject area.

8 NYCRR §§ 100.1(i), 100.2(f), 100.4(d), 100.5, 100.6, and 200.5

NOTE: Refer also to Policy #7222 -- Diploma or Credential Options for Students with Disabilities

SCCS BOE revised & adopted March 27, 2017
SCCS BOE reviewed March 22, 2010; no revisions made
SCCS BOE Revised & Adopted; August 18, 2008
Adopted: 6/7/04

SUBJECT: EARLY GRADUATION

A student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements. The District, upon request from the student's parent/guardian and/or person in parental relation, may choose to grant the student a high school diploma prior to his/her completion of the eighth (8th) semester.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.5(3)

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District is committed to ensuring that students with disabilities are provided appropriate opportunities to earn a Regents or Local Diploma or other exiting Commencement Credential in accordance with the Commissioner's Regulations. To this end, graduation and transition plans shall take into account the various pathways available to these students.

In addition to all graduation options afforded to general education students, *including the Regents Diploma and various honors and/or designations*, the following diplomas and/or credentials are also available for students with disabilities.

Local Diploma

To earn a Local Diploma, students with disabilities must:

a) Complete the same twenty-six (26) units of credit required for a Regents Diploma, except when a modified plan is approved by the principal; and

b) Achieve a score of 55 or higher on one or more of the five (5) examinations required for a Regents Diploma.

c) Superintendent's determination: Students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent must review every student who does not meet graduation standards through the appeal and safety net options for potential eligibility under this determination.

Local Diploma Compensatory Option (Safety Net)

To earn a Local Diploma using the compensatory option, students with disabilities must:

a) Complete the same twenty-six (26) units of credit required for a Regents Diploma, except when a modified plan is approved by the principal;

b) Achieve a score of at least 55 on both the English (ELA) and Math Regents exams;

c) Achieve a score between 45-54 on one or more of the other required Regents exams (US History and Government, Global History, and a Science), in which case each score of 65 or higher on any other Regents exam may compensate for a single 45-54 required exam;

d) Obtain a passing grade for the course in the subject area of the Regents exam in which he or she received a score of 45-54;

d) Have a satisfactory attendance rate in accordance with the District's or school's attendance policy for the school year; and

e) Pathway Options
- An additional Regents exam/assessment in a different course or department approved alternative
- The CDOS Commencement Credential pathway
- A Career & Technical Education (CTE) assessment
- An Arts assessment
- A Language Other Than English assessment

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

Career Development and Occupational Studies (CDOS) Commencement Credential

The Career Development and Occupational Studies (CDOS) Commencement Credential may be earned by a student with a disability to document his or her preparation for entry-level employment after high school. This credential can be awarded in conjunction with a Regents or Local Diploma, or may be issued by itself.

When awarding the CDOS Commencement Credential using ***option one***, the student shall demonstrate evidence of the following requirements, which shall be verified by the District:

a) The student has a developed, annually reviewed and, as appropriate, revised Career Plan to assure the student is actively engaged in career exploration;

b) The student has demonstrated commencement level knowledge and skills of the CDOS learning standards. To evidence this level of knowledge and skill, a student must demonstrate: career development, integrated learning and universal foundation skills. In addition a student may also, but is not required to, demonstrate additional career skills by completing a career-specific major;

c) The student has successfully completed at least two (2) units of study (216 hours) in Career and Technical Education (CTE) courses, including a minimum of 54 hours of documented school supervised work-based learning experiences, which may, but is not required to, be completed in conjunction with the CTE courses; and

d) Within one year prior to a student's exit from school, at least one Employability Profile must be completed by designated school staff or other individuals knowledgeable about the student's employment skills and experiences.

A student's CTE courses and supervised work-based learning experiences must be documented on his or her transcript and the Career Plan and Employability Profile must be placed in a student's permanent record. The State Education Department (SED) has provided models of the Career Plan and Employability Profile forms as well as charts of work-based learning programs and nationally-recognized work-readiness credentials, located at:
http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm

Instead of the above (a-d) requirements, a District may utilize ***option two*** *by* awarding a CDOS Commencement Credential to a student who has completed a nationally-recognized work-readiness program or certification. Districts cannot exclusively offer option two and must still provide opportunities for students to fulfill the CDOS Commencement Credential through option one's requirements.

Skills and Achievement (SA) Commencement Credential

To issue the Skills and Achievement (SA) Commencement Credential, the District must ensure that the student:

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

a) Meets the definition of a student with a severe disability;

b) Has been recommended by the Committee of Special Education (CSE) to take the New York State Alternative Assessment (NYSAA) for students with severe disabilities;

c) Has been given appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment; and

d) Has been issued a summary of the student's academic achievement and functional performance. A model summary form developed by SED is located at: http://www.p12.nysed.gov/specialed/publications/SACC-SESform-att2.htm

Awarding the SA or CDOS Commencement Credentials

The SA and CDOS Commencement Credentials may be issued at any time after such student has attended school for at least twelve (12) years, or at the end of the school year in which the student turns twenty one (21) years old. When a student is under twenty-one (21) and is issued SA Commencement Credential or the CDOS Commencement Credential *without* the Regents or Local Diploma, the credential award must be accompanied by a written statement of assurance. This statement must indicate that the student remains eligible to attend the public school within the District, without payment of tuition, until the student has either earned a diploma or until he/she turns twenty-one (21), whichever occurs first.

The CDOS and SA Commencement Credentials must be similar in form to the diplomas issued by the District, except that they shall not use the term "diploma" on them. The SA Commencement Credential must contain a clear annotation that it is based on alternate academic achievement standards. The CDOS Commencement Credential shall indicate that it has been endorsed by the New York State Board of Regents as a certificate of readiness for entry-level employment.

Education Law Sections 3202 and 4402
8 NYCRR Sections 100.1, 100.2, 100.5, 100.6, 200.4 and 200.5

NOTE: Refer also to Policy #7220 -- Graduation Requirements
#7221 -- Early Graduation

SCCS BOE revised and adopted April 26, 2017
SCCS BOE revised and adopted February 24, 2014
SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: SENIOR HONORS

Beginning in the 2011/12 school year, the Southern Cayuga Central School District will reinstate the practice of identifying a valedictorian and salutatorian of the graduating class. Southern Cayuga Central School District will also continue to give formal public recognition to all seniors with a 90 percent average (without rounding) as "Honor" graduates and all seniors with a 95 percent average (without rounding) as graduating with "High Honor."

In most cases, averages and class rank will be calculated based on seven semesters of completed work. Due to our belief in a philosophy which encourages students to advance at their optimum pace, three year graduate averages will be calculated based on five semesters of completed work. Averages for students studying abroad will be calculated based on five or six semesters, whichever is applicable.

Students entering Southern Cayuga from another school district will be eligible to compete for honors without regard to date of entry.

Averages and class rank will be calculated according to the present Southern Cayuga Central School District Administrative Guidelines – Averaging/Ranking.

The Board will offer to the entire Senior Class the opportunity to speak at graduation. Two speakers will be selected by a review committee.

SCCS BOE reviewed/revised September 27, 2011
Reviewed by SCCS BOE Policy Committee August 25, 2011
SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: GRADUATION CEREMONY

Practice

The high school principal and class advisors will schedule graduation practice. In order for a student to participate in graduation ceremonies, he/she must attend this mandatory practice. However, in an extreme emergency, such as a death in the immediate family, the high school principal will have the discretion of granting permission not to attend this practice.

This decision by the principal will be final.

Ceremony

The graduation ceremony will take place in the high school auditorium on the day and time specified by the District. The graduation candidate will be required to wear appropriate attire, as directed. Each candidate must wear the approved cap and gown to participate in the ceremony.

Expenditures

The Board of Education is committed to paying for the cost of flowers, diplomas, awards and the rental of any equipment necessary for the ceremony as circumstances dictate. The cost of the cap and gown is the responsibility of the individual student. Students who have fully participated in senior class fund-raising activities will have the cap and gown paid for by the graduating class.

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: DUAL CREDIT FOR COLLEGE COURSES

A student who wishes to attend college part time and apply college credit toward a Southern Cayuga diploma must submit a written request to the high school principal for permission by the end of the second week of school. If permission is granted and the student passes the agreed-upon course(s), Southern Cayuga credit will be granted.

A student who wishes to take all of his or her course(s) for a semester or year at a college but who wants a Southern Cayuga diploma must submit a written request to the high school principal by September 15 or February 15 (for 2nd semester). If permission is granted and the student passes the agreed-upon course(s), the student will be granted a Southern Cayuga diploma.

These students are allowed to participate in District activities.

The administration will develop the appropriate procedures and applications.

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records

The Southern Cayuga Central School District shall comply with the provisions of the "Family Educational Rights and Privacy Act of 1974." Under its provisions, "parents/guardians and non-custodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or School System and specifically including, but not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns."

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians and/or persons in parental relation of students and non-custodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to insure the confidentiality of such records with respect to third parties.

Challenge to Student Records

Parents/guardians and/or persons in parental relation of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Family Educational Rights and Privacy Act of 1974
20 United States Code (USC) Section 1232(g)
34 Code of Federal Regulations (CFR)
Section 300.571

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: RIGHTS OF NON-CUSTODIAL PARENTS

The Board is mindful that various arrangements exist for the care and custody of children residing in the District. The District attempts to maintain current family information to help ensure student safety, proper communication with parents, and appropriate educational programming. Parents who are divorced, legally separated, or otherwise live apart should supply the District with relevant information and documentation, including custody orders, regarding who is responsible for the custody and care of their child, and who is permitted to make educational decisions for that child.

A non-custodial parent's participation in his or her child's education will be governed by the terms of any custody order. As a general matter, however, the District encourages non-custodial parents to participate in their child's education. Unless prohibited from doing so by a court order, non-custodial parents may request information about their child, inspect and review their child's records in accordance with the Family Educational Rights and Privacy Act (FERPA) and District policy, and otherwise remain interested in their child's education.

The District will not release students to a non-custodial parent without the custodial parent's consent. It is the parent's responsibility to inform the District if and when the child may be released to individuals other than the custodial parent in a form acceptable to the District.

NOTE: Refer also to Policies #7130 -- Entitlement to Attend -- Age and Residency
#7240 -- Student Records: Access and Challenge

Reviewed & revised SCCS BOE March 27, 2017
SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: STUDENT DIRECTORY INFORMATION

The District shall publish an annual public notice informing parents/guardians and/or persons in parental relation or eligible students of their right to refuse the release of student directory information and indicating a time period for their response. Following such public notice and a reasonable response period, the District may release such information to an outside group without individual consent.

The Family Education Rights and Privacy Act (FERPA) defines student directory information as the following: name; address; telephone listing; date and place of birth, enrollment status (e.g. undergraduate or graduate, full time or part time); major field of study; grade level; participation in officially recognized activities and sports; weight and height (if members of athletic teams); dates of attendance; honors, degrees and awards received; electronic mail address; photograph; and the name of the educational agency or institution most recently previously attended by the student.

Family Educational Rights and Privacy Act of 1974
20 United States Code (USC) 1232(g)
34 Code of Federal Regulations (CFR) Part 99

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: MILITARY RECRUITERS' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS

In compliance with the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and the National Defense Authorization Act, and in accordance with the Family Educational Rights and Privacy Act (FERPA), the School District shall comply with a request by a military recruiter for secondary students' names, addresses, and telephone listings, **unless a parent/guardian and/or person in parental relation has "opted out" of providing such information**.

Further, in compliance with the NCLB, the District shall give military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers.

Under FERPA, the School District must provide notice to parents/guardians and/or persons in parental relation of the types of student information that it releases publicly. This type of information, commonly referred to as "directory information," which is released by the District includes -- but is not limited to -- such items as students' names, addresses, and telephone listings. The notice must include an explanation of a parent's/guardian's and/or persons in parental relation right to request that the information not be disclosed without prior written parental consent; and further requires that parents/guardians and/or persons in parental relation be notified that the School District routinely discloses students' names, addresses and telephone listings to military recruiters upon request, subject to a parent's/guardian's and/or persons in parental relation request not to disclose such information without written parental consent.

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents/guardians and/or persons in parental relation of the above information is sufficient to satisfy the parental notification requirements of both FERPA and the NCLB. The notification shall advise the parent/guardian and/or person in parental relation of how to opt out of the public, non-consensual disclosure of directory information and the method and timeline within which to do so.

If a parent/guardian and/or person in parental relation opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to their child's name, address, or telephone listing applies to request for military recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, the District may not disclose telephone numbers to military recruiters.

The Superintendent/designee shall ensure that appropriate notification is provided to parents/guardians and/or persons in parental relation informing them of their right to opt-out of the release of designated directory information without prior written parental consent.

(*continued*)

SUBJECT: MILITARY RECRUITERS' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS (*continued*)

Elementary and Secondary Education Act of 1965,
Section 9528
20 United States Code (USC) Section 7908
as amended by the No Child Left Behind Act of 2001
National Defense Authorization Act Section 544
10 United States Code (USC) Section 503
Family Educational Rights and Privacy Act of 1974
20 United States Code (USC) Section 1232(g)
34 Code of Federal Regulations (CFR) Section 300.571
Education Law Section 2-a
8 New York Code of Rules and Regulations
(NYCRR) Section 3.33

SCCS BOE reviewed April 7, 2014; no revisions made
SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: STUDENT DATA BREACHES

A student data breach is defined as any instance in which there is an unauthorized release of or access to personally identifiable information (PII) or other protected information of students not suitable for public release.

School districts have a legal responsibility to protect the privacy of education data, including personally identifiable information (PII) of its students. The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, protects the privacy of student education records. Although FERPA does not include specific data breach notification requirements, it does protect the confidentiality of education records and requires districts to record each incident of data disclosure in accordance with 34 CFR 99.32 (a)(1). In addition, under state law, direct notification of parents/guardians and/or persons in parental relation and/or affected students may be warranted depending on the type of data compromised, such as student social security numbers and/or other identifying information that could lead to identity theft.

The District has implemented privacy and security measures designed to protect student data stored in its student data management systems. These measures include reviewing information systems and data to identify where personally identifiable information is stored and used; monitoring data systems to detect potential breaches; and conducting privacy and security awareness training for appropriate staff. In the event of an alleged breach, the District will promptly take steps to validate the breach, mitigate any loss or damage and notify law enforcement if necessary.

The Superintendent will develop and implement regulations for prevention, response and notification regarding student data breaches.

34 CFR 99.32 (a)(1)
Technology Law Sections 202 and 208

NOTE: Refer also to Policies #5672 -- Information Security Breach and Notification
#7240 -- Student Records: Access and Challenge

SCCS BOE adopted April 7, 2014

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS

U.S. Department of Education-Funded Surveys

In compliance with the Protection of Pupil Rights Amendment (PPRA), the School District is committed to protecting the rights and privacy interests of parents/guardians and students with regard to surveys funded in whole or part by any program administered by the U.S. Department of Education (DOE).

The District shall make instructional materials available for inspection by parents/guardians and/or persons in parental relation if those materials will be used in connection with a DOE-funded survey, analysis, or evaluation in which their children participate. In addition, the School District **shall obtain prior written parental/guardian and/or persons in parental relation consent** before minor students are required to participate in any DOE-funded survey, analysis or evaluation that reveals information concerning:

a) Political affiliations or beliefs of the student or the student's parent/guardian and/or persons in parental relation;
b) Mental or psychological problems of the student or the student's family;
c) Sex behavior or attitudes;
d) Illegal, anti-social, self-incriminating or demeaning behavior;
e) Critical appraisals of other individuals with whom respondents have close family relationships;
f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
g) Religious practices, affiliations or beliefs of the student or student's parent/guardian and/or persons in parental relation; or
h) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Surveys Funded by Sources Other than U.S. Department of Education

The School District has developed and adopted this Board policy, in consultation with parents/guardians and/or persons in parental relation, regarding the following:

a) The right of the parent/person in parental relation to inspect, upon request, a survey created by a third party (i.e., by a party other than the DOE) before the survey is administered or distributed by the school to a student. Requests by parents/guardians to inspect such surveys are to be submitted to, in writing, to the building principal at least 10 days prior to the administration or distribution of any survey. Further, the District shall grant a request by the parent/guardian for reasonable access to such survey within a reasonable period of time after the request is received by the District.

(*continued*)

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (*continued*)

b) Arrangements shall be provided by the District to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the following items (including the right of the parent/guardian and/or persons in parental relation of the student to inspect, upon request, any survey containing one or more of such items):

1. Political affiliations or beliefs of student toward the student's parent/guardian and/or persons in parental relation;
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/guardian and/or persons in parental relation;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

c) Parents/guardians and/or persons in parental relation have the right to inspect, upon request, any survey containing one or more of such items. Such requests must be submitted by the parent/guardian and/or persons in parental relation, in writing, to the building principal at least 10 days prior to the administration or distribution of any survey.

Parents/guardians and/or persons in parental relation shall be granted, upon request, reasonable access and the right to inspect instructional materials used as part of the educational curriculum for the student within a reasonable period of time (*defined by the School District, for the purposes of this policy, as 30 days) after such request is received by the District. Requests shall be submitted by parents/guardians and/or persons in parental relation, in writing, to the building principal. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

(*continued*)

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (*continued*)

d) The administration of physical examinations or screenings that the School District may administer to a student.

Further, this law does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screenings that are permitted without parental notification.

In the implementation of this provision regarding the administration of physical examinations or screenings that the school may administer to the student, the School District incorporates by reference Board policies that address student health services, as applicable, including but not limited to policies regarding the administration of medication, immunization of students, and student physicals.

e) Unless mandated/authorized in accordance with Federal or State law and/or regulation, it is policy of the Board of Education, to **not permit** the collection, disclosure or use of personal information (the term "*personal information*" is defined as individually identifiable information including a student's or parent/guardian's and/or persons in parental relation's first and last name; home address; telephone number or Social Security number) collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), *unless otherwise exempted pursuant to law as noted below*. Questions regarding the collection, disclosure or use of personal information collected from students for such marketing purposes may be referred to the school attorney as deemed necessary by the Superintendent/designee.

This law is not intended to preempt applicable provisions of State law that require parental/guardian and/or persons in parental relation notification.

These requirements **do not apply** to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

a) College or other postsecondary education recruitment, or **military recruitment*;

**Military recruiter access to student information is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the National Defense Authorization Act for Fiscal Year 2002.*

(*continued*)

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (*continued*)

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

Notification of Policies/"Opt Out" Provisions

The School District shall provide for reasonable notice of the adoption or continued use of this policy directly to the parents/guardians and or persons in parental relation of students enrolled in the District. At a minimum, the District shall provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy.

Further, in the notification, the District shall offer an opportunity for parents/guardians and/or persons in parental relation to opt their child out of participation in the following activities:

a) Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

b) The administration of **any survey** containing one or more of the eight items of information listed above in the subheadings referencing DOE-funded surveys as well as non-DOE-funded surveys.

c) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. The term "*invasive physical examination*" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but *does not include a hearing, vision or scoliosis screening.*

(*continued*)

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (continued)

Notification of Specific Events

In the notification, the School District shall directly notify parents/guardians and/or persons in parental relation, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the above activities are scheduled or expected to be scheduled.

General Provisions

The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). Further, PPRA does not supersede any of the requirements of FERPA.

The rights provided to parents/guardians and/or persons in parental relation under PPRA transfer from the parent/guardian and/or persons in parental relation to the student when the student turns 18 years old or is an emancipated minor under applicable State law.

The School District may use funds provided under Part A of Title V of the Elementary and Secondary Education Act of 1965 to enhance parental/guardian and/or persons in parental relation involvement in areas affecting the in-school privacy of students.

20 United States Code (USC) Section 1232h(b), (c),
as amended by the No Child Left Behind Act of 2001
34 Code of Federal Regulations (CFR) Part 98

NOTE: Refer also to Policies #7121 -- Screening of New School Entrants
#7243 -- Military Recruiters' Access to Secondary School Students and Information on Students
#7511 -- Immunization of Students
#7512 -- Student Physicals
#7513 -- Administration of Medication

SCCS BOE reviewed March 22, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: SCHOOL CONDUCT AND DISCIPLINE

The Board of Education acknowledges its responsibility to protect the educational climate of the District and to promote responsible student behavior. Accordingly, the Board delegates to the Superintendent the responsibility for assuring the implementation of a *Code of Conduct for the Maintenance of Order on School Property*, including school functions, which shall govern the conduct of students as well as teachers, other school personnel and visitors. The Board shall further provide for the enforcement of such Code of Conduct. The District Code of Conduct shall be developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other personnel and shall incorporate, at a minimum, those components addressed in law and enumerated in Policy #3410 -- *Code of Conduct on School Property*. Specific components may vary as appropriate to student age, building levels, and educational needs.

In accordance with the *Code of Conduct on School Property*, areas addressing student conduct and behavior will further utilize the following strategies in promoting acceptable student behavior:

a) A bill of rights and responsibilities of students that focuses upon positive student behavior, and is publicized and explained to all students on an annual basis;

b) A Code of Conduct for student behavior setting forth prohibited student conduct and the range of penalties that may be imposed for violation of such Code, that is publicized and disseminated to all students and parents/guardians and/or persons in parental relation on an annual basis pursuant to law;

c) Strategies and procedures for the maintenance and enforcement of public order on school property that shall govern the conduct of all persons on school premises, in accordance with Section 2801 of the Education Law and accepted principles of due process of law;

d) Procedures within each building to involve student service personnel, administrators, teachers, parents/guardians and/or persons in parental relation and students in the early identification and resolution of discipline problems. For students identified as having disabilities, procedures are included for determining when a student's conduct shall constitute a reason for referral to the Committee on Special Education for review and modification, if appropriate, of the student's individualized education program;

e) Alternative educational programs appropriate to individual student needs;

f) Disciplinary measures for violation of the school policies developed in accordance with subparagraphs b) and c) of this paragraph. Such measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Section 3214 of the Education Law; and

a) Guidelines and programs for in-service education for all District staff to ensure effective implementation of school policy on school conduct and discipline.

Education Law Sections 2801 and 3214
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(l)(2)

NOTE: Refer also to Policy #3410 -- Code of Conduct on School Property
SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES

The District is authorized to seek restitution, through civil action when necessary, from the parent/guardian and/or persons in parental relation of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

a) Has willfully, maliciously or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or

b) Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

In instances where the District has sought and obtained a judgment from a court of competent jurisdiction, parent/guardian and/or persons in parental relation liability for civil damages shall not exceed five thousand dollars ($5,000). Under certain circumstances, prior to the entering of a judgment in the sum total of five hundred dollars ($500) or more, a court may consider the parent's/ guardian's and/or persons in parental relation's financial inability to pay any portion or all of the amount of damages which are in excess of five hundred dollars ($500), and enter a judgment in an amount within the financial capacity of the parent/guardian and/or persons in parental relation. However, no such judgment shall be entered for an amount which is less than five hundred dollars ($500).

False Reporting of an Incident and/or Placing a False Bomb

A School District is also authorized to seek restitution, as described in law, from a parent/ guardian and/or persons in parental relation of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

a) Has falsely reported an incident; or

b) Has placed a false bomb as defined in the New York State Penal Law.

Damages for falsely reporting an incident or placing a false bomb shall mean the funds reasonably expended by the School District in responding to such false report of an incident or false bomb, less the amount of any funds which have been or will be recovered from any other source as enumerated in law.

In seeking restitution, the School District shall file with the court, district attorney and defense counsel an affidavit stating that the funds reasonably expended for which restitution is being sought have not been and will not be recovered from any other source or in any other civil or criminal proceeding, except as provided for pursuant to General Obligations Law Section 3-112.

General Obligations Law Section 3-112
Penal Law Section 60.27

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENT DRESS CODE

The responsibility for the dress and appearance of students shall rest with individual students and parents/guardians and/or persons in parental relation. They have the right to determine how the student shall dress, provided that such attire does not interfere with the operation of the school or infringe upon the general health, safety and welfare of District students or employees. Student dress and appearance must be in accordance with the District Code of Conduct. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

While the school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts and tee shirts, they may not prescribe a specific brand which students must wear.

This policy does not mean that student, faculty or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his/her dress and appearance meet the above requirements.

NOTE: Refer also to *District Code of Conduct on School Property*

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SUSPENSION OF STUDENTS

The Superintendent and/or the principal may suspend the following students from required attendance upon instruction:

a) A student who is insubordinate or disorderly; or
b) A student who is violent or disruptive; or
c) A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

Suspension: Five Days or Less

The Superintendent and/or the principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for period of five (5) school days or less is proposed, administration shall also immediately notify the parent/guardian and/or person in parental relation in writing that the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/guardians and/or persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/guardians and/or persons in parental relation.

(*continued*)

SUBJECT: SUSPENSION OF STUDENTS (*continued*)

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/guardian and/or person in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/guardians and/or persons in parental relation. At the informal conference, the student and/or parent/guardian and/or person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the principal or Superintendent for a violation of the *District's Code of Conduct* and a minimum suspension period.

Suspension: More Than Five School Days

In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/guardian and/or person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

(*continued*)

SUBJECT: SUSPENSION OF STUDENTS (*continued*)

Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the *District's Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a weapon to school shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.

b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.

c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

Suspension of Students with Disabilities

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern because the suspensions cumulate to more than ten school days in a school year, the Committee on Special Education shall conduct a review of the relationship between the child's disability and the behavior subject to the disciplinary action.

(*continued*)

SUBJECT: SUSPENSION OF STUDENTS (*continued*)

If it is determined, as a result of this review, that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, subject to the right of the parent/guardian and/or person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Additionally, the District may seek an order from a hearing officer for a change in placement of a student with a disability to an appropriate interim alternative educational setting for up to forty-five (45) days if the District establishes, in accordance with law, that such student is substantially likely to injure himself/herself or others.

If it is determined that the student's behavior is a manifestation of his/her disability, the student may not be removed from the current placement unless in accordance with law. The student shall be referred to the CSE for program modification.

Suspension From BOCES

The BOCES principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, like field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

(continued)

SUBJECT: SUSPENSION OF STUDENTS (*continued*)

Exhaustion of Administrative Remedies

If a parent/guardian and/or person in parental relation wishes to appeal the decision of the building principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/guardian and/or person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

Education Law Sections 2801 and 3214
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(l)(2) and Part 201
18 United States Code (USC) Sections 914 and 921
20 United States Code (USC) Section 8921
20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

We are pleased to offer students of the schools access to the district computer network for internet and email for classroom use. Students will have access to the internet through passive parent/ guardian and/or person in parental relation consent unless otherwise requested.

Access to the internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with the internet users throughout the world. Families should be warned that some material accessible via the internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Our intent is to make internet access available to further educational goals and objectives. While we utilize filtering software, students may still find ways to access inappropriate materials. We believe that the benefits to students from access to the internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents/guardians and/or persons in parental relation of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Students are responsible for good behavior on school computer networks, just as they are in a classroom or a school hallway. Communication on the network is often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others for educational purposes. Access to network services is given to students who agree to act in a considerate and responsible manner. Within reason, freedom of speech and access to information will be honored. It is important to remember that access is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private. Furthermore, school staff has the right, at all times, to view material students are accessing or have transmitted.

During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, movies, radio and other potentially offensive media.

(*continued*)

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (*continued*)

As outlined in the District Discipline Policy, the following behaviors are prohibited:

a) Sending or displaying offensive messages or pictures;
b) Using obscene language;
c) Harassing, insulting or attacking others;
d) Damaging computers, computer systems or computer networks;
e) Violating copyright laws;
f) Using another's password;
g) Trespassing in another's folders, work or files;
h) Intentionally wasting limited resources;
i) Employing the network for commercial purposes;
j) Personal electronic messaging that is not part of a regular class project (this includes email, chat rooms and instant message);
k) Any communication that may be a criminal act.

By logging in to the District's Network, all users agree to abide by the rules and regulations set forth in this policy.

Violations will result in a loss of access as well as other possible disciplinary or legal actions

SCCS BOE revised & adopted April 11, 2016
SCCS BOE revised & re-adopted April 29, 2010
Adopted: 6/7/04

SUBJECT: LOCKERS

Students are not permitted to attach obscene posters or pictures to their lockers (inside or outside). They are also not to write on the inside or outside of their lockers nor to attach any other items to the locker deemed inappropriate by the principal.

Locks will be provided by the school and it is strongly recommended that lockers be secured at all times. The district will not be held liable for materials stolen out of a student's locker.

Lockers are considered school property and are provided for the convenience and use of students. As school property, school staff have the right to access said property

NOTE: Refer also to Policy #7330 – Searches and Interrogations

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the illegal use of drugs, alcohol and/or tobacco is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/guardians and/or persons in parental relation and the community as a whole, a comprehensive program shall be developed addressing alcohol, tobacco, drugs and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol, tobacco, drugs and other substance use/abuse by students shall be the major focus of a comprehensive K through 12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

a) A sequential K through 12 curriculum based on recognized principles of effectiveness that is developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, drugs and other substances uses/abuse;

b) Information will be provided to school personnel and parents/guardians and/or persons in parental relation to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.

c) An effort to provide positive alternatives to alcohol, tobacco, drugs and other substances use/abuse through the promotion of drug/tobacco/alcohol-free special events, service projects and extracurricular activities that will develop and support a positive peer influence.

Intervention

School-based intervention services are made available to all students, grades K through 12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol, tobacco, drugs and other substances and to identify students considered to be at risk for use/abuse.

(*continued*)

SUBJECT: ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES (STUDENTS)
(*continued*)

The District will pursue a number of intervention strategies to eliminate the use of alcohol, tobacco, drugs and other illegal substances by students.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's Code of Conduct.

Staff Development

There shall be ongoing training of District staff about the components of an effective alcohol, tobacco and other substances program. Training shall include, but not be limited to, District policies and regulations and the staff's role in implementing such policies and regulations. Teachers shall be trained to implement the District's K through 12 alcohol, tobacco and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Implementation, Dissemination and Monitoring

It shall be the responsibility of the Superintendent to implement the alcohol, tobacco, drugs and other substances Board policy by collaboration with school personnel, students, parents/guardians and/or persons in parental relation and the community at large.

Additionally, copies of Board policy shall be disseminated to District staff, parents/guardians and/or persons in parental relation and community members. The Superintendent/designee shall periodically review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

Safe and Drug-Free Schools and Communities Act
20 United States Code (USC) Section 7101 et seq.

NOTE: Refer also to Policies #3280 -- Community Use of School Facilities
#3410 -- Code of Conduct on School Property
#5640 -- Smoking/Tobacco Use
#7320 -- School Conduct and Discipline
#8211 -- Prevention Instruction

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SCCS BOE Revised & Adopted, September 8, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student and/or a student's property may be searched and contraband seized on school grounds or in a school building by a School District employee only when the School District employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

a) The age of the student;
b) The student's record and past history;
c) The predominance and seriousness of the problem in the school where the search is directed; and
d) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a School District employee to search that student and/or a student's property.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as it relates to the school authorities.

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians and/or persons in parental relation, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian and/or persons in parental relation may be contacted; the degree, if any, of parental/guardian and/or persons in parental relation involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

(*continued*)

SUBJECT: SEARCHES AND INTERROGATIONS (*continued*)

The questioning of students by school officials does not preclude subsequent questioning/ interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the Southern Cayuga Central School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The School District's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents/guardians and/or persons in parental relation.

(*continued*)

SUBJECT: SEARCHES AND INTERROGATIONS (*continued*)

Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian and/or persons in parental relation in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations, general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardians and/or persons in parental relation.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian and/or persons in parental relation.

Family Court Act Section 1024
Education Law Sections 1604(9) and (30),
1709(2) and (33) and 2801
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(l)

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: BUS RULES AND REGULATIONS

The Southern Cayuga Central School District furnishes transportation to those students whose disability or distance from the school make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Students riding school buses are expected to conform to the rules of conduct to permit the bus driver to transport his/her passengers safely.

The Board of Education, the Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. In these cases, the parents/guardians and/or persons in parental relation of the children involved become responsible for seeing that their children get to and from school safely.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus.

The Board directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the non-public schools to which students are transported.

8 New York Code of Rules and Regulations
(NYCRR) Section 156
20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)

SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CORPORAL PUNISHMENT

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

a) Self-protection;

b) Protection of others;

c) Protection of property; or

d) Restraining/removing a disruptive student.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Southern Cayuga Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Rules of the Board of Regents Section 19.5
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(l)(3)

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Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT

Weapons in School

The possession of a weapon on school property, in District vehicles, in school buildings or at school sponsored activities or settings under the control and supervision of the District regardless of location, is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of Schools or his/her designee.

The Penal Code of the State of New York shall be used to determine what is considered a weapon. Penal Law Sections 265.01-265.06

Specific Penalties Imposed by the Gun-Free Schools Act

No student shall bring or possess any "firearm" as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term "firearm" includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle which the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free Schools Act Section 3214(3)(d) of the Education Law, any student who brings or possesses a firearm, as defined in federal law, on school property, will be referred by the Superintendent to the appropriate agency or authority for a juvenile delinquency proceeding in accordance with Article 3 of the Family Court Act when the student is under the age of sixteen (16) except for a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under the Criminal Procedure Law, and will be referred by the Superintendent to the appropriate law enforcement officials when the student is sixteen (16) years of age or older or when the student is fourteen (14) or fifteen (15) years of age and qualifies for juvenile offender status under the Criminal Procedure Law.

In addition, any student attending a District school who has been found guilty of bringing a firearm to or possessing a firearm on school property, after a hearing has been provided pursuant to Section 3214 of the Education Law, shall be suspended for a period of not less than one (1) calendar year and any student attending a non-district school who participates in a program operated by the School District using funds from the Elementary and Secondary Education Act of 1965 who is determined to have brought a firearm to or possessed a firearm at a District school or on other premises used by the School District to provide such programs shall be suspended for a period of not less than one (1) calendar year from participation in such program.

(*continued*)

SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (*continued*)

The procedures of Education Law Section 3214(3) shall apply to such a suspension of a student attending a non-district school. Further, after the imposition of the one (1) year penalty has been determined, the Superintendent of Schools has the authority to modify this suspension requirement for each student on a case-by-case basis. In reviewing the student's one (1) year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisions. The determination of the Superintendent shall be subject to review by the Board of Education in accordance with Education Law Section 3214(3)(c) and by the Commissioner of Education in accordance with Education Law Section 310.

Student with a Disability

A student with a disability who is determined to have brought a firearm to school or possessed a firearm at school may be placed in an interim alternative educational setting, in accordance with federal and state law, for not more than forty-five (45) calendar days. If the parent/guardian and/or persons in parental relation requests an impartial hearing, the student must remain in the interim alternative placement until the completion of all proceedings, unless the parent/guardian and/or persons in parental relation and District can agree on a different placement.

A student with a disability may be given a long term suspension pursuant to the Gun-Free Schools Act only if a group of persons knowledgeable about the student, as defined in federal regulations implementing the IDEA, determines that the bringing of a firearm to school or possessing a firearm at school was not a manifestation of the student's disability, subject to applicable procedural safeguards.

If it is determined that the student's bringing of a firearm to school or possessing a firearm at school was a manifestation of the student's disability, the Superintendent must exercise his/her authority under the Gun-Free Schools Act to modify the long term suspension requirement, and determine that the student may not be given a long term suspension for the behavior. The Committee on Special Education may review the student's current educational placement and initiate change in placement proceedings, if appropriate, subject to applicable procedural safeguards.

The District may offer home instruction as an interim alternative educational setting during the pendency of review proceedings only if the student's placement in a less restrictive alternative educational setting is substantially likely to result in injury either to the student or to others.

(*continued*)

SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (*continued*)

The District may also seek a court order to immediately remove a student with a disability from school if the District believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Students with disabilities continue to be entitled to all rights enumerated in the Individuals With Disabilities Education Act and Article 89 of the Education Law; and this policy shall not be deemed to authorize suspension of students with disabilities in violation of these laws.

This policy does not prohibit the District from utilizing other disciplinary measures including, but not limited to, out-of-school suspensions for a period of five days or less, or in-school suspensions, in responding to other types of student misconduct which infringe upon the established rules of the school. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

The District will continue to provide the suspended student who is of compulsory attendance age with appropriate alternative instruction during the period of the student's suspension.

Gun-Free Schools Act as reauthorized by the No Child Left Behind Act of 2001
18 United States Code (USC) Section 921(a)
Individuals With Disabilities Education Act (IDEA)
20 United States Code (USC) Sections 1400-1485, 7151
Criminal Procedure Law Section 1.20(42)
Education Law Sections 310, 809-a, 3214, and Article 89
Family Court Act Article 3
8 New York Code of Rules and Regulations (NYCRR) Section 100.2 and Part 200

NOTE: Refer also to Policies #3411 -- Unlawful Possession of a Weapon Upon School Grounds

SCCS BOE reviewed April 23, 2014; no revision
SCCS BOE reviewed April 12, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EXTRACURRICULAR ACTIVITIES

The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

Extracurricular activity offerings can change each year dependent upon participation numbers and availability of advisors. Budget constraints may also affect offerings. Clubs affected by these conditions may request reinstatement provided minimums are met and are within the financial means of the District.

New, never before offered activities will first be considered as a club, with adults who meet basic requirements volunteering as advisors. Sustained student participation over a period of time will be the foundation of a rationale for instating the club or activity as a regular offering and a stipend determined to remunerate the advisor. Board of Education approval is required.

Limited Open Forum

The Board of Education maintains a limited open forum where secondary students may meet for voluntary student-initiated activities unrelated directly to the instructional program, regardless of religious, political or philosophical content.

To provide "a fair opportunity" to students who wish to conduct a meeting, the Board of Education, in accordance with the provisions of the Equal Access Act, shall ensure that:

a) The meeting is voluntary and student-initiated;

b) There is no sponsorship of the meeting by the school, the government, or its agents or employees;

c) Employees or agents of the school or government are present at religious meetings only in a non-participatory capacity;

d) The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

e) Nonschool persons may not direct, conduct, control, or regularly attend activities of student groups (20 USC Section 4071[c]).

The Board prohibits student organizations whose activities may be unlawful or may cause disruption or interference with the orderly conduct of the educational process. The existence of secret societies/gangs is determined to not be in the best interest of students and the school program.

Administration is responsible for establishing regulations governing the use of school facilities by student organizations.

(*continued*)

SUBJECT: EXTRACURRICULAR ACTIVITIES (*continued*)

Eligibility for Attendance

a) Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other school affair scheduled after regular school hours are not eligible for participation or attendance at such events.

b) Daily School Attendance

- A student must be in attendance for the full day on the day of the event to participate in any extra-curricular activity. An exception would be a school-recognized excused absence or exceptional circumstances as approved by the building principal. If the student is late to school without an excused reason more than three (3) times (per season or event), he/she may not be able to participate in an event, practice and/or game. The student may attend the event, practice and/or game.
- For weekend/holiday activities, a student must be in attendance for the last scheduled school day prior to the activity.
- Students must attend all classes including full participation in physical education. The teacher, coach or principal will consider extenuating circumstances regarding class participation on an individual basis.
- Students are expected to maintain good attendance the day following a school activity.
- Athletes suspended in-school or out-of-school for any disciplinary infraction will not be allowed to attend, practice or participate in any contest until reinstated back to school.

8 New York Code of Rules and Regulations
(NYCRR) Sections 172.1 and 172.2
Education Law Sections 1709, 1709-a, 2503-a, and 2554-a
Equal Access Act,
20 United States Code (USC) Sections 4071-4074

SCCS BOE reviewed & revised January 10, 2011
SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010
Adopted: 6/7/04

SUBJECT: CENSORSHIP OF SCHOOL SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

Student Publications

Students shall enjoy the constitutional right of freedom of expression. They shall have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The Board of Education encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both with and beyond the school community.

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 designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases the Board reserves the right to edit or delete such student speech which it feels is inconsistent with the district's basic educational mission.

Distribution of Literature

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools.

The Superintendent shall establish guidelines that are in keeping with the above and shall provide for the review of the content of all student publications prior to their distribution.

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

The primary goal of the Southern Cayuga Central School District is to educate the whole student, first by stimulating the student academically and then by offering a number of common experiences designed to develop the social, emotional, physical and ethical development of the individual. Extracurricular programs are designed to provide such experiences and are, therefore, considered an integral part of our educational program. These programs are, however, a privilege, and a student must maintain a good academic standing in order to earn the right to participate in these programs.

The following prohibitions and penalties deal with students involved in athletics/extracurricular activities and pertain to the entire season or duration of the activity; provided, however, that a student may be disciplined for out-of-season conduct that (1) is a criminal offense, or (2) causes such adverse notoriety and is of such a nature that it has, in the judgment of the District, the potential to negatively impact the educational program and, unless addressed, to create the impression among other students that it is condoned by the District. In either of these events, the administration may impose such penalty as it deems appropriate under the circumstances.

Elements and Procedures for the Academic Eligibility Program:

a) Academic Eligibility will be extended to include all extracurricular activities

b) Each advisor will produce a list of participants and submit the information to the designated administrator.

   The coach or advisor will submit a list at the beginning of every season or production. Other advisors will produce a list at the beginning of the year and update it throughout the year.

c) At the conclusion of the first six weeks of the school year, each student who is failing two (2) or more subjects will be placed on academic ineligibility for extracurricular activities for a period of three weeks. Students will be required to seek extra help in the appropriate content area. Students failing two or more courses may continue to attend practice but will not be able to participate in games/activities until their grades are appropriate. This probation will be in effect until the student has a signed document from the teacher(s) stating the student is passing all of their courses and has appropriate permission from administration. Incompletes will be considered failures until the work is completed. These failure lists will be used to determine who will be academically ineligible for the next report card.

d) An academically ineligible student who drops a failed course after the report card is issued remains ineligible until the next report card and must meet all specified conditions.

e) A student is academically ineligible until he/she is not failing two (2) or more courses.

SCCS BOE; reviewed & revised January 28, 2013
SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010

(continued)

SUBJECT: ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES (*continued*)

f) If a student is ineligible the day before a vacation, the student will remain ineligible during the vacation.

Options Available for Academically Ineligible Students

Involvement in extracurricular activities can have a positive influence on the academic achievement of students. Therefore, in order to achieve our goal of educating the whole student, a support system has been established, to assist students who are academically ineligible.

The following options will be offered to Academically Ineligible students:

Option A:

a) The student who has been identified as academically ineligible may not practice, attend practice, attend meetings, or participate in a game, performance or field trip held after school hours.

b) The student must go home on the 2:30 bus or leave by his/her own transportation unless he/she is getting extra help from the teacher of the subject in which the student is failing.

Option B:

a) The student must attend a designated after school study hall on a daily basis or attend an after-school extra-help session with the teacher if the teacher is available.

b) The student will then be eligible to practice or attend a meeting if and only if, the student provides the advisor or coach a pass indicating that the student participated in the designated study hall or obtained extra help from a classroom teacher. The student must complete the assigned work before being given a pass. The pass must be signed by the study hall teacher or the classroom teacher before the academically ineligible student may participate. The student will not be admitted without this pass.

c) A student who cannot attend because of an emergency, a scheduled doctor's appointment, or a driver's education class must see the principal to obtain a waiver. For whatever reason, students will not be given more than one waiver per week. The student may not return for a meeting or practice.

SCCS BOE; reviewed & revised January 28, 2013
SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010

SUBJECT: INTERSCHOLASTIC SPORTS AND THE ATHLETIC PROGRAM

Athletics are an integral part of a well balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with emphasis on maximum participation, through interscholastic and intramural activity.

Athletic offerings can change each season dependent upon minimum participation numbers and availability of coaches or advisors. Budget constraints may also affect offerings. Teams affected by these conditions may request reinstatement provided minimums are met and are consistent with the District vision for athletics.

New athletic offerings will be considered if sustained student participation is demonstrated over a period of time and is aligned with the District vision for athletics. Only athletic programs, meeting the New York State Public High School Athletic Association requirements and standards, will be eligible for Board of Education consideration and for interscholastic contest scheduling.

Individual student athlete requests to participate in alternatives as a Southern Cayuga team will be referred to administration.

Intramural activities, new or already offered, require BOE approval. Adult supervision will be provided by certified personnel. Offerings can change each season dependent upon minimum participation numbers and availability of coaches or advisors. Budget constraints may also affect offerings. Activities affected by these conditions may request reinstatement provided minimums are met and are consistent with the District vision for athletics.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

Eligibility for interscholastic athletic competition requires that the students:

a) Provide written parent/guardian and/or persons in parental relation consent;

b) Pass satisfactorily the medical examination administered by the school physician or the student's personal physician. The school physician retains final approval on all physicals performed by the student's personal physician; and

c) Meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association.

(*continued*)

SUBJECT: INTERSCHOLASTIC SPORTS AND THE ATHLETIC PROGRAM (*continued*)

Athletic Placement Process
WHEREAS, Section 135.4(c) (7) (ii) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for senior high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades; and
WHEREAS, these pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and
WHEREAS, the State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process;
THEREFORE BE IT RESOLVED that the Southern Cayuga CSD Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level.

Student Athletic Injuries
No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered within the province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention, and that all details of a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

A physician's certificate may be required before an athlete is permitted to return to practice or competition.

Athletic Program - Safety
The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

a) Requiring medical examinations of participants;
b) Obtaining appropriately certified and/or licensed officials to coach all varsity, junior varsity and modified games.
c) Ensuring that equipment is both safe and operative within approved guidelines.

Athletic Program - Regulations
The athletic program shall maintain a handbook of rules and regulations for coaches and student participation.

8 New York Code of Rules and Regulations, (NYCRR) Section 135

SCCS BOE reviewed & revised August 24, 2015
SCCS BOE reviewed & revised December 12,2011
SCCS BOE reviewed & revised January 10, 2011
Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: CONTESTS FOR STUDENTS, STUDENT AWARDS AND SCHOLARSHIPS

Contests for Students

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

Student Awards and Scholarships

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

Awards and/or scholarships that are to be continued annually and are awards or scholarships of fifty dollars ($50) or more, may, at the request of the donating person or organization, be deposited in the School's Trust and Agency Fund. Prior to the establishment of such an account, it will be necessary for the donating person or organization to define the criteria for the selection of the recipient.

Education Law Sections 1604(30) and 1709(12-a)
Koon Scholarship 7430R1
Koon Scholarship Guidelines 7430R2
Koon Scholarship Committee Procedures 7430P

SCCS BOE Reviewed and revised November 14, 2011
Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: MUSICAL INSTRUMENTS

a) All instrumental music students shall be expected to own or rent their instrument - particularly the common and less expensive instruments (flute, clarinet, trumpet, saxophone, etc.).

b) Students will not be required to own or rent the less common and more expensive instruments. Instruments in this category are as follows: oboe, bassoon, tuba, French horn, trombone, baritone horn, tenor and baritone saxophones, bass trombone and percussion instruments. School-owned instruments in this classification will be disbursed upon decisions by the instrumental music staff. Decisions will be dependent upon the individual student's talent and merit and the need for a balanced instrumentation at each grade level.

c) Students and parents/guardians and/or persons in parental relation will assume responsibility for proper care of school-owned instruments and will pay for damages to same.

d) The District will only transport in its vehicles those instruments meeting certain safety standards as indicated in the New York State Department of Transportation Regulations.

New York State Department of Transportation
Regulations Section 720.22

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: FUNDRAISING BY STUDENTS

Fundraising projects in which students sell merchandise, provide services or in other ways solicit money for school activities may be sponsored by school organizations with the express approval of the building principal. Any fundraising project shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students. Fundraising activities shall not conflict with instructional programs or state mandates.

All participation shall be voluntary, with written parent/guardian and/or persons in parental relation consent for children in grades K through 12.

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

NOTE: Refer also to Policy #3271 -- Solicitation of Charitable Donations From School Children

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Revised; approved by SCCS Board of Education February 25, 2008
Adopted: 6/7/04

SUBJECT: SELLING MERCHANDISE TO STUDENTS

The Superintendent or his/her designee shall establish a committee of representatives from the school staff, parents/guardians, community, and as appropriate, students, to make recommendations regarding the appropriateness of the use or distribution of a commercial product, promotion or service such as school photographs and stationery, in accordance with law and Commissioner's Regulations. Participation in any approved program does not constitute an endorsement by the District. Endorsement of a commercial product or service by the school system is prohibited.

Instructional time should not be used by students or staff for any promotions. District personnel cannot be involved in the actual selling of any product to students nor benefit monetarily or with products or services provided from commercial organizations.

In addition, the following conditions must be met:

a) All prospective vendors will be given a full and equal opportunity to compete to provide a service;

b) Students will be fully involved in the process; and

c) Students may not be compelled to use any specific vendor.

This policy applies to the School and school-sponsored organizations. Parental organizations may sponsor promotions following the approval of the Superintendent or his/her designee.

School Rings

School rings will not be sold on school property.

Students wishing to purchase rings may purchase them from any company or jeweler they wish.

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: CONSTITUTIONALLY PROTECTED PRAYER IN THE PUBLIC SCHOOLS

In accordance with the most recent Guidance Document issued by the U.S. Department of Education implementing the requirements of the No Child Left Behind Act of 2001, the Board of Education affirms the responsibilities of the School District, consistent with applicable statutory/case law pertaining to the First Amendment of the United States Constitution, to allow students and staff to engage in constitutionally protected prayer within the District schools.

Accordingly, no Board of Education policy shall prevent, or otherwise deny participation in constitutionally protected prayer in District schools, consistent with the Guidance Document and applicable law as enumerated above.

The Board rescinds any other policy that may be inconsistent with the mandates of this policy, which shall supersede any and all Board policies to the contrary.

Elementary and Secondary Education Act of 1965,
Section 9524, as amended by the No Child Left Behind
Act of 2001
United States Constitution, First Amendment
Equal Access Act
20 United States Code (USC) Sections 4071-4074

NOTE: Refer also to Policy #8360 -- Religious Expression in the Instructional Program

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: IMMUNIZATION OF STUDENTS

Every child entering or attending a District school must present proof of immunization or proof of immunity by serology (blood test) if applicable unless a New York State licensed physician certifies that the immunization is detrimental to the child's health. The requirement for that immunization is waived until the immunization is no longer detrimental to the child's health.

Except for this exemption, the District may not permit a child lacking evidence of immunization to remain in school for more than 14 days, or more than 30 days for an out-of-state or out-of-country transferee who can show a good faith effort to get the necessary certification or other evidence of immunization.

The administration will notify the local health authority of the name and address of excluded children and provide the parent or person in parental relation a statement of his or her duty regarding immunization as well as a consent form prescribed by the Commissioner of Health. The school will cooperate with the local health authorities to provide a time and place for the immunization of these children.

For homeless children, the enrolling school must immediately refer the parent or guardian of the child to the District's homeless liaison, who must assist them in obtaining the necessary immunizations, or immunization or medical records.

The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

All schools will also post educational information on influenza and the benefits of influenza immunization which will be in plain view and available to parents.

Education Law §§ 310 and 914
Public Health Law §§ 613 and 2164
8 NYCRR §§ 100.2 and 136.3
10 NYCRR Subpart 66-1

NOTE: Refer also to Policy #7131 -- Education of Homeless Children & Youth

SCCS BOE; revised & reviewed November 12, 2019
SCCS BOE; revised & reviewed August 30, 2010
Adopted: 6/7/04

SUBJECT: STUDENT PHYSICALS

All students shall have a periodic physical examination as indicated below by the school physician/nurse practitioner at the District's expense and such examination shall be conducted in accordance with all legal requirements. In addition to all new admissions, vision-screening services will be provided within six (6) months of enrollment.

Proof of examination by a private physician, subject to the approval of the school physician/nurse practitioner, shall be accepted in lieu of an examination in school. Private physicians shall indicate this proof using forms provided by the District. Such examinations shall be at the expense of the parent/guardian and/or persons in parental relation.

The required physical exams are as follows:

a) Grades PreK, K, two, four, seven and ten;

b) Students transferring into the District whose health records show no examination in the previous grade listed in a) above; who have not had a physical exam within the last twelve months;

c) All students participating in school-sponsored sports must have a physical on file in the health office. In a memo dated December 2002 from the Assistant Commissioner or education, the sport physical is valid for a period of 12 months through the last day f the month in which the physical was conducted. Further, "if the 12-month period expires during a sport season, participants may complete the season as long as a health history was conducted prior to the season" and approval is given by school nursing personnel. All sport examinations must be approved by the school physician; any student who has had an injury must be cleared by a physician, nurse practitioner or physician's assistant before returning to participation.

d) All students who need a work permit.

e) All students referred to the Committee on Special Education must have a physical completed every three (3) years as part of the mandated triennial re-evaluation.

For information addressing Exposure Control Program, Communicable Diseases and AIDS/HIV, refer to Policies #5690, 5691 and 5692 respectively.

Education Law Section 912
8 New York Code of Rules and Regulations
(NYCRR) Sections 135.4 and 136

SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010
SCCS BOE Revised & Adopted, September 8, 2008
Adopted: 6/7/04

SUBJECT: ADMINISTRATION OF MEDICATION

The school's registered professional nurse may administer medication to a student during the school day under certain conditions. For the purpose of this policy, the term "medication" includes both prescription and non-prescription medications. The school must receive the following before medication will be administered to a student:

a) The original written order from the student's provider stating the name of the medication, precise dosage, frequency, and time of administration;

b) A written, signed consent from the student's parent/guardian and/or person in parental relation requesting the administration of the medication, as prescribed by the physician, to the student in school; and

c) The medication, properly labeled in its original container, must be delivered to the school health office by the student's parent/guardian and/or person in parental relation. The term "properly labeled," in the context of this policy, means that the container must include the following information: the student's name, name of medication, dosage, frequency and prescribing physician. A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s). Exceptions may apply, however, for students diagnosed with asthma or other respiratory illnesses, diabetes or allergies who will be permitted to carry and self-administer medication under certain conditions.

All medication orders must be reviewed annually by school health office personnel or whenever there is a change in dosage.

Self-Administration of Medication

Generally

Each student who is permitted to self-administer medication should have an emergency care plan on file with the District. Further, the school will maintain a record of all written parental/guardian and/or persons in parental relation consents in the student's cumulative health record.

School health office personnel will also maintain regular parental contact to monitor the effectiveness of such self-medication procedures and to clarify parental/guardian and/or persons in parental relation responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents/guardians and/or persons in parental relation and the student regarding such self-care management.

(*continued*)

SUBJECT: ADMINISTRATION OF MEDICATION (*continued*)

Students who self-administer medication without proper authorization will be referred for counseling by school nursing personnel, as appropriate. Additionally, school administration and parents/guardians and/or persons in parental relations will be notified of such unauthorized use of medication by the student, and school administration may determine the proper resolution of this behavior.

Students with asthma or another respiratory disease

A student will be permitted to carry and self-administer their prescribed inhaled rescue medication during the school day, on school property, and at any school function if the school health office has the following on file:

a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of asthma or other respiratory disease for which inhaled rescue medications are prescribed to alleviate respiratory symptoms or to prevent the onset of exercise induced asthma; the student has demonstrated that he/she can self-administer the prescribed medication effectively; and the expiration date of the order, the name of the prescribed medication, the dose the student is to self-administer, times when the medication is to be self-administered, and the circumstances which may warrant the use of the medication; and

b) Written consent from the student's parent/guardian and/or person in parental relation.

Upon written request of the student's parent/guardian and/or person in parental relation, the school will allow the student to maintain an extra inhaled rescue medication in the care and custody of the school's registered professional nurse, nurse practitioner, physician assistant or school physician.

Students with Allergies

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

The administration of epinephrine by epi-pen to a student with a known severe allergy needing an anaphylactic treatment agent may be performed by a school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner/physician/physician's assistant *must* have trained the staff member to administer the epi-pen for that emergency situation and given him/her approval to assist the student in the event of an anaphylactic reaction.

Documentation of training must be maintained in the Anaphylaxis Protocol for Non-Licensed School Staff Members for each affected student. The emergency response by non-licensed school staff members is permitted under the Medical Practice Act (Education Law Section 6527(4)(a)) and the Nurse Practice Ace (Education Law Section 6908 (1)(a)(iv)) and is covered by the "Good Samaritan Law" (Public Health Law Section 3000-a).

A student will be permitted to carry and self-administer his/her prescribed EpiPen during the school day, on school property, and at any school function if the school health office has the following on file:

(*continued*)

SUBJECT: ADMINISTRATION OF MEDICATION (*continued*)

a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of an allergy for which an EpiPen is needed for the emergency treatment of allergic reactions; the student has demonstrated that he/she can self-administer the prescribed EpiPen effectively; and the expiration date of the order, the name of the medicine, the dose the student is to self-administer, and the circumstances which may warrant the use of the medication; and

b) Written consent from the student's parent/guardian and/or person in parental relation.

Upon written request of the student's parent/guardian and/or person in parental relation, the school will allow the student to maintain an extra EpiPen in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with Diabetes

A student will be permitted to carry and self-administer his/her prescribed insulin through an appropriate medication delivery device, carry glucagon and carry and use equipment and supplies necessary to check blood glucose and/or ketone levels during the school day, on school property and at any school function if the school health office has the following on file:

a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of diabetes for which insulin and glucagon through appropriate medication delivery devices, and the use of equipment and supplies to check blood glucose and/or ketone levels are necessary; the student has demonstrated that he/she she can self-administer effectively, can self-check glucose or ketone levels independently, and can independently follow prescribed treatment orders; and the expiration date of the order, the name of the prescribed insulin or glucagon, the type of insulin delivery system, the dose of insulin and/or glucagon the student is to self-administer, times when the insulin and/or glucagon is to be self-administered, and the circumstances which may warrant administration by the student. The written permission must also identify the prescribed blood glucose and/or ketone test, the times testing is to be done, and any circumstances which warrant checking a blood glucose and/or ketone level.

b) Written consent from the student's parent/guardian and/or person in parental relation.

Upon written request of the student's parent/guardian and/or person in parental relation, the school will allow the student to maintain extra insulin, insulin delivery system, glucagon, blood glucose meter, and related supplies to treat the student's diabetes in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with diabetes will also be permitted to carry food, oral glucose or other similar substances necessary to treat hypoglycemia in accordance with District policy.

(*continued*)

SUBJECT: ADMINISTRATION OF MEDICATION (*continued*)

Alcohol-Based Hand Sanitizers

The New York State Education Department (NYSED) permits the use of alcohol-based hand sanitizers in schools. The school medical director may approve and permit the use of alcohol-based hand sanitizers in the District's schools without a physician's order. Parents may provide written notification to the school in the event that they do not wish to have their child use this product.

Sunscreen

Students may carry and use FDA approved sunscreen products for over-the-counter use. The student's parent/guardian and/or person in parental relation must provide written permission for the student to carry and use sunscreen. This written parental consent will be maintained by the school. A student who is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent/guardian or person in parental relation, and authorized by the school.

Storage and Disposal

The District will comply with relevant state laws, regulations, and guidelines governing the District's receipt, storage, and disposal of medication.

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 614(a)]
Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Education Law Sections 902(b), 907, 916, 916-a, 916-b, 919, 921, 6527, and 6908(1)(a)(iv), 6909
Public Health Law Section 3000-a, c, 3309
8 NYCRR 136.6, 136.7

NOTE: Refer also to Policy #7521 -- Students with Life-Threatening Health Conditions

First reading December 14, 2015
SCCS BOE revised and adopted January 11, 2016
SCCS BOE; revised & reviewed August 30, 2010 & Policy Committee June 8, 2010
Adopted: 6/7/04

SUBJECT: HEALTH RECORDS

The school shall keep a convenient, accurate and up-to-date health record of every student. Insofar as the health records include confidential disclosures or findings, they shall be kept confidential. Individual records may be interpreted by the nurse to administrators, teachers and counselors, consistent with law.

8 New York Code of Rules and Regulations
(NYCRR) Part 136

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: ACCIDENTS AND MEDICAL EMERGENCIES

Procedures shall be established and maintained by the Superintendent for the handling of student injuries and medical emergencies that occur on school property and during school activities.

Student Emergency Treatment

All staff members of the School District are responsible to obtain first aid care of students who are injured or become ill while under school supervision.

In most instances first aid should be rendered, and then the parent/guardian and/or persons in parental relation should be contacted to come to school and transport the student to the family physician. Beyond first aid, the medical care of the student is the parent's/guardian's and/or persons in parental relation's responsibility. However, the student's welfare is always the primary concern, and it is the responsibility of school personnel to exercise good judgment and care under all circumstances.

Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headaches, dizziness, confusion or balance problems) shall be immediately removed from the practice or contest and shall not return to play until cleared by the school or family physician.

The Board of Education encourages all staff members to become qualified to give emergency treatment through instruction in first aid and Cardiopulmonary Resuscitation (CPR).

Transporting an Ill or Injured Student

In the event of an illness or injury to a student, an ambulance may be called if warranted. This solution will be used after other alternatives, including parent/guardian and/or persons in parental relation or emergency contact, have been made.

Insurance

The Board of Education shall approve provisions for all students to be covered by group insurance.

Such student accident insurance policies are to be a co-insurance with family coverage(s) as primary.

Education Law Sections 1604(7-a, b) and 1709(8-a, b)

SCCS BOE reviewed, revised and re-adopted March 2, 2011
Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: HEAD LICE (PEDICULOSIS)

In the United States, head lice infestations are most common among preschool and elementary school-age children and their household members regardless of socioeconomic status and hygienic living conditions. According to research head lice infestations predominantly affect the age group of 3-11 years. "No-nit" policies that require a child to be free of nits before he or she can return to school lack evidence of being effective and may result in excessive absenteeism. Therefore, the Board of Education does not condone the excessive absence of students from school for unnecessary reasons and considers head lice an unnecessary absence that impedes a student's educational progress.

To control infestations of head lice (Pediculosis), the Board of Education has adopted the following protocols:

a) Whenever there is a possibility that a student is infested, staff will contact the student's parents/guardians and/or persons in parental relation. An infested student will not return to school unless corrective treatment has been given and the student is free of active lice. Current treatment protocols make this possible in less than twenty-four (24) hours. Parents/guardians and/or persons in parental relation may be asked to have a physician prescribe medication for treatment.

b) A student who has been infested will be readmitted to school after successfully completing an examination by the school nurse.

c) School staff will work with parents/guardians and/or persons in parental relation to minimize student absence caused by exposure to head lice. An infested student is not sick and is not a danger to other students. Excessive and unnecessary absences affect a student's educational progress.

d) School staff will protect student privacy and maintain confidentiality of medical information when infestations are detected.

e) School staff will also work to minimize the social stigma that is unfairly attached to victims of head lice infestations. Head lice are not caused by poverty or unsanitary conditions. Students will not be separated from their peers or singled out as infected. All staff will learn proper precautions to prevent further spread of the infestation.

Regulations will be developed to provide guidelines on the detection and treatment of head lice, as well as classroom procedures for dealing with affected students.

SCCS BOE reviewed & revised January 23, 2017
SCCS BOE reviewed & revised March 26, 2012
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: STUDENTS WITH LIFE-THREATENING HEALTH CONDITIONS

Students come to school with diverse medical conditions which may impact their learning as well as their health. Some of these conditions are serious and may be life-threatening. As a result, students, parents, school personnel, and healthcare providers must all work together to provide the necessary information and training to allow children with chronic health problems to participate as fully and safely as possible in the school experience. This policy encompasses an array of serious or life-threatening medical conditions such as anaphylaxis, diabetes, seizure disorders, or severe asthma and acute medical conditions. All students within the District with known life-threatening conditions will have a comprehensive plan of care in place: an Emergency Care Plan (ECP) or Individualized Healthcare Plan (IHP) and if appropriate, an Individualized Education Plan (IEP) or Section 504 Plan.

Life-Threatening Conditions

For those students with chronic life-threatening conditions such as diabetes, seizure disorders, asthma, and allergies, the District must work cooperatively with the parent(s) and the healthcare provider(s) to:

a) Immediately develop an ECP for each at risk student to ensure that all appropriate personnel are aware of the student's potential for a life-threatening reaction;

b) If appropriate, develop an IHP that includes all necessary treatments, medications, training, and educational requirements for the student. If the student is eligible for accommodations based upon the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act, the appropriate procedures will be followed regarding evaluation and identification;

c) Provide training by licensed medical personnel (e.g., registered professional nurse) for all adults in a supervisory role in the recognition and emergency management of a specific medical condition for specific students;

d) Obtain specific medical-legal documents duly executed in accordance with New York State law; appropriate healthcare provider authorization in writing for specific students that includes the frequency and conditions for any testing or treatment, symptoms, and treatment of any conditions associated with the health problem; and directions for emergencies;

e) Secure written parent permission and discuss parental responsibility that includes providing the health care provider's orders, providing any necessary equipment, and participation in the education and co-management of the child as he/she works toward self-management;

(*continued*)

SUBJECT: STUDENTS WITH LIFE-THREATENING HEALTH CONDITIONS (*continued*)

f) Allow self-directed students to carry life-saving medication, provided those students have prior approval by the medical provider and the school nurse, maintain and carry medication according to district practices and procedures, and have appropriate supervision for the administration of the medication. The District will also encourage parents and students to provide duplicate life-saving medication to be maintained in the Health Office in the event the self-carrying student misplaces, loses, or forgets their medication;

g) Assure appropriate and reasonable building accommodations are in place within a reasonable degree of medical certainty.

In addition, the District will:

a) Provide training for transportation, instructional, food service, and physical education staff, as appropriate, in the recognition of an anaphylactic reaction;

b) Have standing emergency medical protocols for nursing or other staff;

c) Maintain or ensure the maintenance of a copy of the standing order(s) and protocol(s) that authorizes the nursing or other staff to administer emergency medications such as anaphylactic treatment agents;

d) As permitted by New York State law, maintain stock supplies of life-saving emergency medications such as epinephrine auto-injectors for use, especially in first time emergencies;

e) Ensure that building-level and district-wide school safety plans include appropriate accommodations for students with life-threatening health conditions;

f) Encourage families to obtain medic-alert bracelets for at risk students;

g) Educate students regarding the importance of immediately reporting symptoms of an allergic reaction.

Creating an Allergen-Safe School Environment

The risk of accidental exposure or cross-contamination is always present in school, particularly for students with food allergies. The school setting is a high-risk environment for accidental ingestion of a food allergen due to the presence of a large number of students, increased exposure to food allergens, and cross-contamination of tables, desks, and other surfaces.

(*continued*)

SUBJECT: STUDENTS WITH LIFE-THREATENING HEALTH CONDITIONS (*continued*)

In an effort to prevent accidental exposure to allergens, the District will monitor the following high-risk areas and activities:

a) Cafeteria;

b) Food sharing;

c) Hidden ingredients in art, science, and other projects;

d) Transportation;

e) Fund raisers and bake sales;

f) Parties and holiday celebrations;

g) Field trips;

h) Before and after school programs.

The District will work toward assisting students in the self-management of their chronic health condition based upon the student's knowledge level and skill by:

a) Adequately training all staff involved in the care of the child, as appropriate;

b) Assuring the availability of the necessary equipment or medications;

c) Providing appropriately trained licensed persons as required by law;

d) Developing an emergency plan for the student; and

e) Providing ongoing staff and student education.

Americans with Disabilities Act, 42 USC §12101 et seq.
Individuals with Disabilities Education Act (IDEA), 20 USC §§1400-1485
Section 504 of the Rehabilitation Act of 1973, 29 USC §794 et seq.
34 CFR Part 300
Education Law §§6527 and 6908
Public Health Law §§2500-h (Anaphylactic policy for school districts) and 3000-a

NOTE: Refer also to Policy #7513 – Administration of Medication

SCCS BOE new policy approved March 7, 2016

SUBJECT: CHILD ABUSE

The Southern Cayuga Central School District subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law (Sections 411-428). Our purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the District aware of our legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

a) Mandatory reporting of suspected child abuse/neglect;

b) Reporting procedures and obligations of persons required to report;

c) Provisions for taking a child into protective custody;

d) Mandatory reporting of deaths;

e) Immunity from liability and penalties for failure to report; and

f) Obligations for provision of services and procedures necessary to safeguard the life of a child.

Additionally, an ongoing training program for all professional staff shall be established and implemented to enable such staff to carry out their reporting responsibilities.

Social Services Law Sections 411-428
Family Court Act Section 1012
Education Law Section 3209-a

Child Abuse in an Educational Setting

The School District is committed to the protection of students in educational settings from abuse and maltreatment by employees or volunteers as enumerated in law.

"Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:

a) Intentionally or recklessly inflicting physical injury, serious physical injury or death; or

b) Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; or

(*continued*)

SUBJECT: CHILD ABUSE (*continued*)

c) Any child sexual abuse, defined as conduct prohibited by Article 130 or 263 of the Penal Law; or

d) The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.

"Educational setting" shall mean the building(s) and grounds of the School District; the vehicles provided by the School District for the transportation of students to and from school buildings, field trips, co-curricular and extracurricular activities both on and off School District grounds; all co-curricular and extracurricular activity sites; and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

In any case where an oral or written allegation is made to any school employee or volunteer to include a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, School Board member, or other school personnel or volunteer, that a child (defined in the law as a person under the age of twenty-one (21) years enrolled in a school district in this state) has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

a) Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent/guardian and/or persons in parental relation; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form as prescribed by the Commissioner of Education.

b) Except where the school administrator is the person receiving such an oral or written allegation, the employee completing the written report must promptly *personally deliver* a copy of that written report to the school administrator of the school in which the child abuse allegedly occurred (subject to the following paragraph).

In any case where it is alleged the child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred.

Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

(*continued*)

SUBJECT: CHILD ABUSE (*continued*)

Upon receipt of a written report alleging child abuse in an educational setting, the school administrator or Superintendent must then determine whether there is "reasonable suspicion" to believe that such an act of child abuse has occurred. Where there has been a determination as to the existence of such reasonable suspicion, the school administrator or Superintendent must follow the notification/reporting procedures mandated in law and further enumerated in administrative regulations. When the school administrator receives a written report, he/she shall promptly provide a copy of such report to the Superintendent.

Where the school administrator or Superintendent has forwarded a written report of child abuse in an educational setting to law enforcement authorities, the Superintendent shall also refer such report to the Commissioner of Education where the employee or volunteer alleged to have committed such an act of child abuse holds a certification or license issued by the State Education Department.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning such reports that are in the possession of any person legally authorized to receive such information, *shall be confidential and shall not be redisclosed except* to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Additionally, teachers and all other school officials shall be provided an annual written explanation concerning the reporting of child abuse in an educational setting, including the immunity provisions as enumerated in law. Further, the Commissioner of Education shall furnish the District with required information, including rules and regulations for training necessary to implement District/staff responsibilities under the law.

Prohibition of "Silent" (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

(*continued*)

SUBJECT: CHILD ABUSE (*continued*)

Superintendents (or a designated administrator) who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

Education Law Sections 1128-33 and 3028-b
Penal Law Article 130, 235 and 263
8 New York Code of Rules and Regulations
(NYCRR) Part 83

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: SUICIDE

The suicide of a student has an extremely disturbing effect on the school and the local community. Unfortunately, there has been a significant increase in the number of adolescents who choose suicide as a way to resolve their problems. It is the intent of this District to alert school personnel to the implications of suicide by a student, to help the school and the community cope with the aftermath of such a tragic event should it occur, to recommend ways of identifying children and adolescents at risk of attempting suicide and to suggest ways to prevent such occurrences.

Suicide prevention will be incorporated into the educational program to make students aware of this growing problem. This will be done in a manner so as not to glamorize the situation but to educate students in regard to this policy.

The administration is responsible for informing staff of regulations and procedures of suicide prevention, intervention, and post-intervention that have been adopted by the district.

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (DASA)

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

The District condemns and prohibits all forms of bullying, discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Dignity Act Coordinator

At least one (1) employee at every school shall be designated as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The Board of Education shall appoint a Dignity Act Coordinator(s) who is employed by such District and is licensed and/or certified as a classroom teacher, school counselor, psychologist, nurse, social worker, administrator/supervisor or Superintendent of Schools. Districts must share the name(s) and contact information of the Dignity Act Coordinator(s) with all school personnel, students, and parents/guardians and/or persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information by:

a) Listing such information in the *Code of Conduct* and updates posted on the internet website, if available; and
b) Including such information in the plain language summary of the *Code of Conduct* provided to all parents/guardians and/or persons in parental relation to students before the beginning of each school year; and

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (DASA)

c) Providing such information to parents/guardians and/or persons in parental relation in at least one (1) district or school mailing or other method of distribution, including, but not limited to, through electronic communication and/or sending such information home with each student, and, if such information changes, in at least one subsequent district or school mailing or other such method of distribution as soon as practicable thereafter; and
d) Posting such information in highly visible areas of school buildings; and
e) Making such information available at the district and school-level administrative offices.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position. The District must provide the change in information to parents/guardians and/or persons in parental relation as soon as practicable. The change in name and/or contact information of the Dignity Act Coordinator will not constitute a revision to the *Code of Conduct* so as to require a public hearing.

Training and Awareness

Training will be provided each school year for <u>all</u> District employees in conjunction with existing professional development training to raise staff awareness and sensitivity of harassment and discrimination directed at students that are committed by students or school employees on school property, at a school function or off school property when the actions would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property.

Training will include ways to promote a supportive school environment that is free from bullying, discrimination and/or harassment. Training shall

a) Raise awareness and sensitivity;
b) Address social patterns and the effects on students;
c) Inform employees on the identification and mitigation of such acts;
d) Provide strategies for effectively addressing problems of exclusion, bias and aggression;
e) Include safe and supportive school climate concepts in curriculum and classroom management; and
f) Ensure the effective implementation of school policy on conduct and discipline.

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (DASA)

Instruction in grades kindergarten through 12 shall include a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For the purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes. Such component must also include instruction on the safe and responsible use of the internet and electronic communications.

Rules against bullying, discrimination and/or harassment will be included in the *Code of Conduct*, publicized District-wide and disseminated to all staff and parents/guardians and/or persons in parental relation. Any amendments to the Code will be disseminated as soon as practicable following their adoption. New teachers shall be provided a complete copy of the current Code upon their employment. An age-appropriate summary shall be distributed to all students at a school assembly at the beginning of each school year.

Reports and Investigations of Bullying, Discrimination and/or Harassment

The District will investigate all complaints of bullying, harassment and/or discrimination, either formal or informal, and take prompt corrective measures, as necessary. School employees who witness or receive a report (oral or written) of harassment, bullying and/or discrimination must orally notify the Superintendent, principal or their designee *no later than one (1) school day* after witnessing or receiving a report of such incident. The employee must then file a written report *within two (2) school days* after making the oral report. If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with District policies and regulations, the *Code of Conduct* and all appropriate federal or state laws. The Superintendent, principal or their designee shall notify the appropriate local law enforcement agency when it is believed that any harassment, bullying and/or discrimination constitute criminal conduct.

The District will annually report material incidents of bullying, discrimination and/or harassment to the State Education Department. Such report shall be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the Commissioner. SED has developed a form for gathering data titled, “Reports of Incidents Concerning School Safety and the Educational Climate” which can be found on the NYSED website.

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (DASA)

The principal of each primary and secondary school shall provide a regular report (at least once during each school year) on data and trends related to harassment, bullying and/or discrimination to the Superintendent and in a manner prescribed by the district. There is no need for schools or districts to submit this report to the State Education Department.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

Any person who has reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of discrimination or harassment.

Education Law Sections 10-18, 801-a, 2801 and 3214
8 New York Code of Rules and Regulations (NYCRR) Section 100.2

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board of Education
#3410 -- Code of Conduct on School Property
#3420 -- Non-Discrimination and Anti-Harassment in the School District
#7551 -- Sexual Harassment of Students
#7552 -- Bullying in the Schools
#7553 -- Hazing of Students
#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

SCCS BOE revised and adopted March 24, 2014
SCCS BOE reviewed, revised & approved May 21, 2012
Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: SEXUAL HARASSMENT OF STUDENTS

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against students by other students, employees, school volunteers, and non-employees such as contractors and vendors, which occur on school grounds or at school-sponsored events, programs, or activities, including those that take place at locations off school premises.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. For the purposes of this policy, sexual harassment also includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes, but is not limited to: rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, District employees, or third parties such as visitors or school volunteers.

Prohibited Conduct

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.

b) Direct or indirect threats or bribes for unwanted sexual activity.

c) Asking or commenting about a person's sexual activities.

d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.

e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.

f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (*continued*)

g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.

h) Unwelcome and/or offensive public displays of sexual/physical affection.

i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.

j) Demanding sexual favors of a student, insinuating that refusal to acquiesce in such favors will adversely affect a student's grades, references, academic/scholastic placement, and/or participation in extracurricular activities.

k) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.

l) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Investigation of Complaints and Grievances

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, should immediately report such alleged harassment. The District recognizes that sexual harassment is a sensitive issue and that students may choose to inform any trusted staff member of suspected discrimination or harassment. Staff members who receive such complaints will immediately inform the Civil Rights Compliance Officer. Where appropriate, the Civil Rights Compliance Officer may seek the assistance of the relevant Dignity Act Coordinator in investigating, responding to, and remedying student complaints of discrimination and/or harassment. In the event that the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment and will promptly take appropriate action to protect individuals from further sexual harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (*continued*)

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of sexual harassment have not suffered retaliation.

Civil Rights Act of 1991, 42 USC Section 1981(a)
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
34 CFR Section 100 et seq.
Education Law Section 2801(1)
OCR Dear Colleague Letter, April 4, 2011

Reviewed & revised SCCS BOE, November 9, 2015
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: BULLYING: PEER ABUSE IN THE SCHOOLS

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);

b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and

c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Bullying may also occur as various forms of harassment and/or hazing of students by other students (including "pledging" and/or a student's initiation into or affiliation with a school or student related organization or team).

The District also prohibits "internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, email, web sites, chat rooms and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the building principal. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

SUBJECT: BULLYING: PEER ABUSE IN THE SCHOOLS (*continued*)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents/guardians and/or persons in parental relation to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents/guardians and/or persons in parental relation. Disciplinary sanctions for violation of this policy shall be outlined in the *District Code of Conduct* as enumerated above and may also be incorporated in staff and student handbooks.

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#3420 -- Anti-Harassment in the School District
#7551 -- Sexual Harassment of Students
District Code of Conduct

SCCS BOE Reviewed and Readopted November 9, 2015
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: HAZING OF STUDENTS

The Board of Education is committed to providing a safe, productive, and positive learning environment within its schools. Hazing activities are demeaning and abusive behaviors that harm victims, are inconsistent with the educational goals of the District, and may constitute criminal conduct. Consequently, the hazing of students by other students or groups of students is strictly prohibited on school property, in school buildings, on school buses, by school sponsored groups, clubs or teams, and at school sponsored events and/or activities whether occurring on or off-campus. Hazing is prohibited regardless of the victim's apparent willingness to participate in the activity.

For purposes of this policy, the term "hazing" is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate. Acts constituting hazing may range in severity from teasing or embarrassing a student to various forms of physical, emotional, and/or sexual abuse. Hazing behaviors include, but are not limited to:

a) Humiliation: socially offensive, isolating, or uncooperative behaviors.

b) Substance abuse: abuse of tobacco, alcohol, or illegal drugs.

c) Other dangerous actions: hurtful, aggressive, destructive, and disruptive behaviors.

Hazing is a form of harassment and bullying, as those terms are defined for the purposes of Policy #7550 -- Dignity for All Students, and may constitute discrimination. As such, the District's response to reports of hazing will be governed by applicable law, the District's *Code of Conduct*, and Policy #7550 and its implementing regulations. In the event allegations involve hazing based on a student's race, color, religion, national origin, sex, sexual orientation, or disability, the District may utilize the procedures set forth in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District, and its implementing regulations.

Education Law Sections 1709-a, 2503-a, and 2801
Penal Law Sections 120.16 and 120.17
8 NYCRR Section 100.2

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#3420 -- Non-Discrimination and Anti-Harassment in the School District
#7551 -- Sexual Harassment of Students
District Code of Conduct

SCCS BOE adopted November 9, 2015

SUBJECT: NOTIFICATION OF SEX OFFENDERS

In accordance with the Sex Offender Registration Act ("Megan's Law"), the Board of Education supports the New York State Department of Criminal Justice Services (DCJS) in its effort to inform the community in certain circumstances of the presence of individuals with a history of sex offenses, particularly against children, in the school locality. This policy is enacted to minimize the possibility that the sex offender will come in contact with school-age children, and to assist law enforcement agencies in preventing further criminal activity from occurring. Furthermore, the District shall cooperate with local police authorities and the local community in promoting and protecting the safety and well being of its students.

It is the policy of the Board of Education to disseminate all information which the District receives from local police authorities in conjunction with Megan's Law to designated staff members who might have possible contact with the offender during the course of their school duties, including, but not limited to, building principals, supervisors, teachers, office personnel, coaches, custodians, bus drivers and security personnel. The Superintendent reserves the right to automatically disseminate such information to additional members of the staff, designated supervisors of non-school groups that regularly use District facilities and have children in attendance, parents/guardians and/or persons in parental relation of District students, and other community residents who, in the opinion of the Superintendent, have an immediate need to be notified of such data to protect the safety of our students.

All staff members shall be informed of the availability of the information received by the District pursuant to Megan's Law upon written request to the applicable building principal/designee or supervisor. *(* If applicable to District practice, include in policy: Community residents shall be notified of the availability of this information, with written requests directed to the District Office.)*

Staff members shall inform their immediate supervisor if they observe within the school building, on school grounds, at school activities, or at or near bus routes any individual whose description matches the information which was provided to the District by local law enforcement authorities. Such law enforcement officials will be notified of this information by the District as appropriate.

Information that is disseminated to the School District pursuant to Megan's Law may be disclosed or not disclosed by the District in its discretion. Any information which the School District receives regarding a sex offender from a source other than the Sex Offender Registry, and which is maintained independent of the requirements of Megan's Law, will be available from the District, upon written request, in accordance with the requirements of the Freedom of Information Law.

Implementation

Administrative regulations shall be developed to implement this policy.

Correction Law Article 6-C
Public Officers Law Section 84 et seq.

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: SUPERVISION OF STUDENTS

Students working on any activity must be supervised by the teacher or staff member in charge of the activity. This applies to all in school and extracurricular activities as well as sports activities and events. Permission to hold practices or meetings must not be granted unless a teacher or staff member is definitely in charge.

a) District personnel will provide for the supervision of all students in either their class or their after school activities.

b) Coaches will maintain supervision over the dressing rooms. Coaches are required to supervise their athletes until the end of practice or games, to include supervising students until they have transportation home.

c) Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The principal will distribute the responsibility so that the playground situation will be properly controlled.

d) Students are not to be sent on any type of errand away from the building without the consent of the principal.

NOTE: Refer also to Policy #5730 -- Transportation of Students: Transportation to School Sponsored Events

Reviewed by SCCS BOE Policy Committee June 8, 2010; no revision
SCCS BOE Reviewed and Readopted August 16, 2010
Adopted: 6/7/04

SUBJECT: SPECIAL EDUCATION: DISTRICT PLAN

A District plan shall be developed and updated every two (2) years describing the Special Education program in the Southern Cayuga Central School District. The District plan shall include the following:

a) A description of the nature and scope of special education programs and services currently available to students residing in the District, including but not limited to descriptions of the District's resource room programs and each special class program provided by the District in terms of group size and composition.
b) Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.
c) The method to be used to evaluate the extent to which the objectives of the program have been achieved.
d) A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.
e) A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services.
f) A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students.
g) The estimated budget to support such plan.
h) The date on which such plan was adopted by the Board of Education.
i) A description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Educational Services.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(c)

SCCS BOE reviewed January 11, 2021; no revision
Reviewed by SCCS BOE November 19, 2018; no revision
Reviewed by SCCS BOE November 10, 2014; no revision
Reviewed by SCCS BOE September 14, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CHILDREN WITH DISABILITIES

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a continuum of services for children with disabilities which includes programs such as: prevention, education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, declassification support services, transitional support services, consultant teacher services, home instruction and mainstreaming children with disabilities with regular class children where appropriate. In deciding on which system of support services are appropriate on an individual case basis, the Board adheres to and actively supports a placement policy providing the least restrictive environment for children with disabilities.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
State Law - Education Law Sections 4401-4407
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9, 200.2(b)(3),
200.2(c)(2)(v), and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Reviewed by SCCS BOE November 10, 2014; no revision
Reviewed by SCCS BOE September 14, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: GROUPING OF SPECIAL EDUCATION STUDENTS BY SIMILARITY OF NEEDS

The Board of Education will provide appropriate special education and related services to students with disabilities. For those students for whom an appropriate education requires that they be placed together for purposes of special education, the following guidelines shall apply:

a) That each student with a disability shall be identified, evaluated and placed in service or program as determined by the Committee on Special Education (CSE).
b) The Committee shall determine written goals and corresponding short-term instructional objectives for each student with a disability by considering the special and individual needs of each student with a disability.
c) The Committee shall recommend to the Board of Education appropriate educational programs and services for each student with a disability based upon the CSE evaluation.
d) The CSE shall provide information to those teachers, case manager and professionals who arrange instructional groups for students with disabilities. Information shall include physical, psychological and social information as well as achievement test results and access to a student's IEP.
e) The curriculum and instruction provided to students with disabilities who are grouped by similarity of needs shall be consistent with the individual needs of each student in the group.
f) Students with disabilities may be grouped according to:
    1. Academic or educational achievement and learning characteristics;
    2. Social needs;
    3. Physical development; and
    4. Management needs.
g) When grouping students by similarity of needs, the social needs or physical development of a student shall not be the sole determinant for placement of a student in a special education program.
h) The management needs of such students may vary, provided that environmental modifications, adaptations, or human or material resources required to meet the needs of any one student in the group are provided and do not consistently detract from the opportunities of other students in the group to benefit from instruction.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3), 200.6(a)(3)

Reviewed & revised by SCCS BOE November 10, 2014
Reviewed by SCCS BOE September 14, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM

The Board of Education shall establish at least one Committee on Special Education and one Committee on Preschool Education. The Board shall also establish, as necessary, Subcommittees on Special Education to ensure timely evaluation and placement of students with disabilities.

Committee on Special Education

The Board of Education shall, upon completion of its review of the student's Individualized Education Program (IEP), arrange for the appropriate special education programs and services to be provided to a student with a disability as recommended by the Committee on Special Education (CSE). The Board shall notify the parent/guardian and/or persons in parental relation of its action in accordance with federal and state law and regulations.

For a student not previously identified as having a disability, the CSE shall provide a recommendation to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the date of receipt of consent to evaluate. For a student with a disability referred for review, a recommendation shall be provided to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the referral for review. However, if such recommendation of the CSE is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such special education programs and services for students with disabilities within thirty (30) days of the Board's receipt of the recommendation of the CSE.

If on review of the recommendation of the CSE, the Board of Education disagrees with such recommendation, the Board shall follow one of the following procedures:

a) The Board may remand the recommendation to the CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the CSE, the Board may continue to remand the recommendation to the original committee for additional reviews of its objections or concerns, or establish a second CSE to develop a new recommendation in accordance with the following paragraph, provided that the Board arranges for the programs and services in accordance with the student's IEP within the timelines as outlined above; or, in the alternative,

(*continued*)

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM (*continued*)

b) The Board may establish a second CSE to develop a new recommendation for the student. If the Board disagrees with such new recommendation, the Board may remand the recommendation to the second CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The second CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the second CSE, the Board may continue to remand the recommendation for additional reviews of its objections or concerns by the second CSE, provided that the Board arranges for the programs and services in accordance with the student's IEP, as developed by the second CSE, within the timelines as outlined above.

Pursuant to Commissioner's Regulations, the Board may not select the recommendation of the original CSE once it has established a second CSE.

The Board shall provide the student's parents/guardians and/or persons in parental relation with a copy of the statement of its objections or concerns and notice of due process rights in accordance with Section 200.5 of the Regulations of the Commissioner.

Committee on Preschool Special Education

Upon receipt of the recommendation of the Committee on Preschool Special Education (CPSE), the Board of Education shall arrange for the preschool student with a disability to receive such appropriate programs and services in accordance with the student's IEP, commencing with the July, September or January starting date for the approved program, unless such services are recommended by the CPSE less than thirty (30) school days prior to, or after, the appropriate starting date selected for the preschool student with a disability; in that case, such services shall be provided no later than thirty (30) days from the recommendation of the CPSE.

If the Board disagrees with the recommendation of the CPSE, the Board shall send the recommendation back to the CPSE with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board of Education shall provide such notice as required by federal and state law and regulations.

Subcommittee on Special Education

The number of Subcommittees on Special Education will be determined by the CSE and the CSE will be responsible for the oversight and monitoring of the activities of each subcommittee to assure compliance with the requirements of applicable state and federal laws and regulations.

(*continued*)

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM (*continued*)

Each Subcommittee may perform the functions for which the CSE is responsible, except:

a) When a student is considered for initial placement in a special class; or

b) When a student is considered for initial placement in a special class outside of the student's school of attendance; or

c) When a student is considered for placements in a school primarily serving students with disabilities or a school outside the District.

Subcommittees shall report annually to the CSE regarding the status of each student with a disability within its jurisdiction. Upon receipt of a written request from the parent/guardian and/or person in parental relationship to a student, the Subcommittee shall refer to the CSE any matter in which the parent/guardian and/or person in parental relation disagrees with the Subcommittee's recommendation concerning a modification or change in the identification, evaluation, educational placement or provision of a free appropriate education to the student.

Education Law Sections 4402 and 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(d)(1), 200.4(c) and (d), 200.5 and 200.16(e)

NOTE: Refer also to Policies #7631 -- Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education Members
#7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members

SCCS BOE reviewed November 10, 2014; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PRESCHOOL SPECIAL EDUCATION PROGRAM

The Board recognizes the need for educational programs for three (3) and four (4) year old children with disabilities and directs that administrative practices and procedures be developed to:

a) Ensure for the provision of special education services and programs for each preschool child with a disability residing in the District.
b) Establish a Committee on Preschool Special Education (CPSE) which shall be comprised in accordance with applicable federal and state law and regulation.
c) Ensure that parents/guardians and/or persons in parental relation have received and understand the request for consent for evaluation of a preschool aged child.

Evaluations for Preschool Children with Disabilities

The District is required to collect entry assessment data in the three (3) outcome areas on all preschool children who receive an initial evaluation. As currently required by Commissioner's Regulation Section 200.5, a parent/guardian and/or person in parental relation must be fully informed about the proposed initial evaluation and must provide consent for an initial evaluation. This would include a description of the proposed evaluation.

The CPSE will receive entry-level assessment results in the three (3) outcome areas from approved preschool evaluators conducting initial evaluations on all preschool children suspected of having disabilities. The CPSE will then meet to determine the child's eligibility for preschool education programs and/or services and complete the Child Outcomes Summary Form to determine the child's entry level of functioning in the three (3) outcome areas for all preschool children evaluated and found to be eligible. The form is be kept in the student's record until the exit assessment information is due as a way to summarize complex assessment information in a format so the data can be aggregated and reported to the State Education Department (SED).

NOTE: Refer also to Policy #7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Individuals with Disabilities Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
Education Law Section 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(2), 200.2(b)(5), 200.5

SCCS BOE reviewed November 10, 2014; no revision
SCCS BOE reviewed September 14, 2009; no revisions
SCCS BOE revised & adopted December 8, 2008
Revised and Approved November 28, 2008
Adoption Date: 6/7/04

SUBJECT: LEAST RESTRICTIVE ENVIRONMENT

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with use of supplementary aids and services, education in regular classes cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

a) Provide the special education and related services, as well as supplementary aids and services, needed by the student;

b) Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and

c) Be as close as possible to the student's home.

The District has an obligation, pursuant to law and regulation, to educate students with disabilities in the least restrictive environment. The School District shall ensure that:

a) Each student with a disability shall be educated with nondisabled students to the maximum extent appropriate;

b) Each student with a disability shall be removed from the regular educational environment only when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and

c) To the maximum extent appropriate to the student's needs, each student with a disability shall participate with nondisabled students in nonacademic and extracurricular services and activities.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
State Law - Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9, 200.1(cc), 200.2(b), 200.4 and 200.6

SCCS BOE reviewed November 10, 2014; no revision
Revised & adopted SCCS BOE September 28, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Response to Intervention (RtI) is a multi-tiered early prevention and intervention process designed to improve outcomes for all students. In accordance with Commissioner's regulations, the SCCS District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate intervention services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RtI process, which includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RtI data in determining if a student has a learning disability. This guidance document is available on the SED's official website.

The District has established procedures for identifying students with learning disabilities that use a research-based RtI process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. An RtI process is required for all students in grades kindergarten through grade 8 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

The District's RtI process will include the following:

1. Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's regulations, means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;

2. Screenings of all students to identify those students who are not making academic progress at expected rates. All students in grades K-8 will be given appropriate screening measures three times per year;

3. Multiple measures to determine student eligibility for services. These assessments include, but are not limited to, performance on NYS, classroom, and diagnostic assessments. Specifically, student scores below proficiency on state assessments may qualify a student for services;

4. Multiple tiers of interventions to raise achievement levels for all students;

5. RtI documentation to include clearly identified standard-based goals, when and what interventions occurred, and weekly progress monitoring. Documentation shall be completed prior to decisions regarding academic intervention services (AIS) and/or special education services;

6. Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom. Parent notification will take place for all Tier 2 & 3 AIS services and includes the following information:

   a. The reason the student requires such services;
   b. A summary of services to be provided; and
   c. The parent's right to request an evaluation.

Multi-Tiered System of Supports (MTSS) Team

MTSS Team members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by the District.

The MTSS Team's responsibilities will include, but are not limited to, the following:

1. Review of student performance results and address academic needs;

2. Ensuring the fidelity of Tier 1 curriculum and instruction;

3. Determining students who qualify for intervention based on assessment results and/or a recommendation with supporting documentation;

4. Reviewing Tier 1 RtI documentation provided by the general education teacher, which includes clearly identified standard-based goals, detailed documentation of supports and differentiation, and weekly progress monitoring;

5. Determining if Tier 2 or Tier 3 interventions are appropriate and the student performance criteria (including goals, interventions, and progress monitoring) for each tier of the RtI model;

6. Monitoring the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will meet with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or a change to the level of intervention provided;

7. Determining whether to make a referral for special education programs or services.

Multi-Tiered System of Supports (MTSS)

MTSS will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier 1 Interventions

Tier 1 interventions are provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment, and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier 1 student performance data will be used to identify those students who need additional support and instruction at Tier 2. Specifically, Tier 1 RtI documentation provided by the general education teacher will include clearly identified standard-based goals, detailed documentation of when and what supports, specifically differentiation occurred, and weekly progress monitoring.

Tier 2 Interventions

In general, Tier 2 interventions will consist of small group, targeted interventions for those students identified as being "at risk" and who fail to make adequate progress in the general education classroom. Tier 2 instruction will include programs and intervention strategies designed to supplement Tier 1 interventions provided to all students in the general education setting. Tier 2 instruction may be provided by specialized staff such as teachers, teaching assistants, speech therapists, school psychologists, and/or school counselors as determined by the MTSS Team.

The progress of all students receiving Tier 2 instruction will be assessed on an ongoing basis by the MTSS Team and they will determine whether Tier 2 interventions should be maintained, the student should be returned to the general education classroom if satisfactory progress is shown, or should be referred for Tier 3 intervention.

Tier 3 Interventions

Tier 3 interventions are more intensive instructional interventions, tailored to the needs of the individual student, and are provided to those students who do not achieve adequate progress after receiving interventions at the Tier 2 level. Tier 3 instruction may include longer periods of intervention services than those provided in the first two Tiers based upon the significant needs of the student.

Tier 3 interventions will be provided by those specialists, as determined by the MTSS Team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the CSE.

Progress monitoring on a continuous basis is an integral part of Tier 3 and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

Examples of Interventions
Interventions will supplement general classroom interventions and may include;

Additional class time & extended day
Brief, frequent & individualized interventions targeting specific need
Small group instruction
Use of cues and prompts
Pre-teaching important concepts and skills

Staff Development

All staff members involved in the development, provision, and/or assessment of the District's RtI program, including both general education and special education instructional personnel, will receive appropriate training necessary to implement the District's RtI program. Staff development will focus on developing appropriate interventions to meet student need and the frequency of effective progress monitoring.

34 CFR §§ 300.309 and 300.311
Education Law §§ 3208, 4002, 4401, 4401-a, 4402, and 4410
8 NYCRR §§ 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

SCCS BOE revised & re-adopted January 13, 2020
SCCS BOE revised & re-adopted January 8, 2018
SCCS BOE revised & re-adopted; January 12, 2015
SCCS BOE reviewed, revised and adopted June 10, 2013
Revised; SCCS BOE adopted January 25, 2010
SCCS BOE reviewed September 14, 2009; no revision

Revised; SCCS BOE adopted January 26, 2009
Adopted: June 7, 2004; Southern Cayuga CSD Policy Book

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The School District shall establish and implement a plan for the appropriate declassification of students with disabilities which must include:

a) The regular consideration for declassifying students when appropriate;
b) A reevaluation of the student prior to declassification; and
c) The provision of educational and support services to the student upon declassification.

Eligibility Determinations

The School District must evaluate a student with a disability prior to determining that a student is no longer a student with a disability as defined in accordance with Commissioner's Regulations, and the District shall provide a copy of the evaluation report and the documentation of eligibility to the student's parent/guardian and/or persons in parental relation. The District is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for a free appropriate public education. However, the parent/guardian and/or persons in parental relation must receive prior written notice, in accordance with Commissioner's Regulations, before the student's graduation from high school with a local or Regents diploma or before he/she receives an Individualized Education Program (IEP) diploma. The results of any reevaluations must be addressed by the Committee on Special Education (CSE) in a meeting to review and, as appropriate, revise the student's IEP.

Prior to the reevaluation, the School District shall obtain informed consent from the parent/guardian and/or persons in parental relation unless otherwise authorized pursuant to law and/or regulation. Parental/guardian and/or persons in parental relation consent need not be obtained if the District can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parents/guardians and/or persons in parental relation fail to respond. The District must have a record of its attempts to obtain parental/guardian and/or persons in parental relation consent. Should the student's parents/guardians and/or persons in parental relation refuse consent for the reevaluation, the District may continue to pursue the reevaluation by using mediation and/or due process procedures.

The District shall take whatever action is necessary to ensure that the parent/guardian and/or persons in parental relation understands the proceedings at the meeting of the CSE, including arranging for an interpreter for parents/guardians and/or persons in parental relation with deafness or whose native language is other than English.

Individual Evaluation

As part of any reevaluation, a group that includes the CSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents/guardians and/or persons in parental relation of the student, current classroom-based assessments and observations, and observations by teachers and related services providers.

(continued)

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES *(continued)*

On the basis of that review, and input from the student's parents/guardians and/or persons in parental relation, the CSE and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

a) In the case of a reevaluation of a student, whether the student continues to have such a disability;

b) The present levels of performance and educational needs of the student;

c) In the case of a reevaluation of a student, whether the student continues to need special education; and

d) Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goal set out in the Individualized Education Program (IEP) of the student and to participate, as appropriate, in the general curriculum.

If additional data are not needed, the District must notify the parents/guardians and/or persons in parental relation of that determination and the reasons for it and of the right of the parents/guardians and/or persons in parental relation to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability. The District is not required to conduct the assessment unless requested to do so by the student's parents/guardians and/or parental relation.

The CSE shall arrange for an appropriate reevaluation of each student with a disability at least every three (3) years by a multidisciplinary team or group of persons, including at least one (1) teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the CSE in reviewing and, as appropriate, revising the student's IEP.

Recommendation for Declassification

If the student has been receiving special education services, but it is determined by CSE that the student no longer needs special education services and can be placed in a regular educational program on a full-time basis, the recommendation shall:

a) Identify the declassification support services, if any, to be provided to the student; and/or the student's teachers; and

(continued)

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES *(continued)*

b) Indicate the projected date of initiation of such services, the frequency of provision of such services, and the duration of these services, provided that such services shall not continue for more than one (1) year after the student enters the full-time regular education program.

Declassification Support Services

When appropriate, the District shall provide declassification support services to students who have moved from special education to a full-time regular educational program in accordance with the recommendation of the CSE.

Declassification support services means those services provided by persons appropriately certified pursuant to Part 80 of Commissioner's Regulations, or holding a valid teaching license in the appropriate area of service, to a student or the student's teacher to aid in the student's move from special education to full-time regular education, including:

a) For the student, psychological services, social work services, speech and language improvement services, non-career counseling, and other appropriate support services; and

b) For the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Procedural Safeguards Notice

The District shall use the procedural safeguards notice prescribed by the Commissioner of Education. The District will further ensure that the procedural safeguards notice is provided in the native language of the parent/guardian and/or persons in parental relation or other mode of communication used by the parent/guardian and/or persons in parental relation, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent/guardian and/or persons in parental relation is not a written language, the District shall take steps to ensure that the notice is translated orally or by other means to the parent/guardian and/or persons in parental relation in his/her native language or other mode of communication; that the parent/guardian and/or persons in parental relation understands the content of the notice; and that there is written evidence that all due process procedures, pursuant to law and/or regulation, have been met.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
State Law - Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.1(q), 100.2(u), 200.2(b)(8),
200.4(b)(4) and (5), 200.4(c)(3), 200.4(d)(1), 200.5

SCCS BOE re-adopted; January 12, 2015
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENTS WITH DISABILITIES PARTICIPATING IN SCHOOL DISTRICT PROGRAMS

All students with disabilities residing in the District, including those of preschool age, shall be provided with full access and opportunity to participate in School District programs, including extracurricular programs and activities, that are available to all other students enrolled in the public schools of the District. Parents/guardians and/or persons in parental relation of students with disabilities, including those students placed in out-of-District programs, shall receive timely notice of such District programs and activities.

8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(b)(1) and (2)

SCCS BOE re-adopted; January 12, 2015
Reviewed by SCCS BOE September 14, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SECTION 504 OF THE REHABILITATION ACT OF 1973

The Board of Education affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in federally assisted programs or activities solely on the basis of disability. The District shall make its program and facilities accessible to all its students with disabilities.

The District shall also identify, evaluate and extend to every qualified student with a disability under Section 504 a free, appropriate public education, including modifications, accommodations, specialized instruction or related aids and services, as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met.

The District official responsible for coordination of activities relating to compliance with Section 504 is the Superintendent of Schools. This official shall provide information, including complaint procedures, to any person who feels his/her rights under Section 504 have been violated by the District or its officials.

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

NOTE: Refer also to Policy #7550 – Dignity for All Students Act

SCCS BOE re-adopted; January 12, 2015
SCCS BOE September 14, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS

Committee on Special Education (CSE) Membership

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

a) The parent(s)/guardian(s) and/or person(s) in parental relation of the student;
b) At least one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
c) At least one (1) special education teacher of the student, or, where appropriate, at least one (1) special education provider (i.e., related service provider) of such student;
d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general curriculum and about the availability of resources of the District;
e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
f) At the discretion of the parent/guardian and/or persons in parental relation or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents/guardians and/or persons in parental relation or School District) who invited the individual to be a member of the committee;
g) Whenever appropriate, the student with a disability;
h) A school psychologist;
i) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents/guardians and/or persons in parental relation of the student or the School District; and
j) A parent/guardian and/or persons in parental relation of a student with a disability residing in the District or a neighboring school district, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents/guardians and/or persons in parental relation of the student or the school district.

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS ***(****continued****)***

Subcommittee on Special Education Membership

The Membership of each subcommittee shall include, but not be limited to, the following members:

a) The parent(s)/guardian(s) and/or persons in parental relation of the student;
b) At least one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
c) At least one (1) special education teacher, of the student, or where appropriate, at least one (1) special education provider (i.e., related service provider) of such student;
d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general curriculum and about the availability of resources of the District;
e) A school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, as set forth in Section 200.6(f)(4) of the Regulations of the Commissioner, is considered;
f) At the discretion of the parent/guardian and/or persons in parental relation or the Committee, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the subcommittee;
g) An individual who can interpret the instructional implications of evaluation results, who may be a member described in letters "b" through "f" of this subheading; and
h) Whenever appropriate, the student with a disability.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

(continued)

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS ***(continued)***

The Committee on Special Education and Preschool Special Education Chairperson (CSE/CPSE Chairperson) shall be responsible to the Superintendent for establishing District practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

Education Law Section 4402
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3
20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR)
Sections 300.342-344

NOTE: Refer also to Policies #7613 -- The Role of the Board of Education in Implementing a Student's Individualized Education Program
#7632 -- Appointment and Training of Committee on Preschool Special Education Members

SCCS BOE revised & re-adopted; January 12, 2015
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
SCCS BOE revised & adopted December 8, 2008
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS

Committee on Preschool Special Education (CPSE) Membership

The Board of Education shall appoint a Committee on Preschool Special Education (CPSE) whose membership shall include, but not be limited to, the following members:

a) The parent(s)/guardian(s) and/or persons in parental relation of the child;
b) At least one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
c) At least one (1) special education teacher of the child or, where appropriate, at least one (1) special education provider (i.e., related service provider) of such child;
d) A representative of the School District who is qualified to provide, or supervise the provision of, special education and who is knowledgeable about the general curriculum and about the availability of preschool special education programs and services and other resources of the District (who shall serve as Chairperson of the CPSE);
e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher or provider, the school psychologist, the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
f) At the discretion of the parent/guardian and/or persons in parental relation or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents/guardians and/or persons in parental relation or School District) who invited the individual to be a member of the committee;
g) A parent/guardian and/or persons in parental relation of a child with a disability who resides in the School District or a neighboring school district, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the school district.
h) For a child's transition from early intervention programs and services (Infant and Toddler Programs), the appropriately licensed or certified professional from the County Early Intervention Program. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services; and

(continued)

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS *(continued)*

i) A representative of the municipality of the preschool child's residence. Attendance of the appointee of the municipality is not required for a quorum.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Committee on Special Education and Preschool Special Education Chairperson (CSE/CPSE) shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Preschool Special Education.

Education Law Section 4410
20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7613 -- The Role of the Board of Education in Implementing a Student's Individualized Education Program
#7614 -- Preschool Special Education Program
#7631 -- Committee on Special Education/Subcommittee on Special Education Members

SCCS BOE revised & re-adopted; January 12, 2015
SCCS BOE revised and re-adopted November 9, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP): DEVELOPMENT AND PROVISION

Development of Individualized Education Program

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

The CSE or CPSE is responsible for the development of an Individualized Educational Program (IEP) for every child identified as a student with a disability. Every child's IEP will be reviewed annually and revised to meet the needs of the student. Program reviews may occur prior to the annual date if deemed necessary by the parent/guardian and/or persons in parental relation, teacher or related service providers or CSE or CPSE Chairperson.

Provision of Individualized Education Program

The Board of Education directs that the Superintendent/designee(s) establish administrative practices and procedures to ensure that each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of a student's IEP is *provided a paper or electronic copy of such student's IEP prior to the implementation of such program.* For purposes of this policy, "other service provider" means a representative of another public school district, charter school, Board of Cooperative Educational Services (BOCES) or school enumerated in Articles 81, 85 or 89 of the Education Law where the student receives or will receive IEP services. Further, the District will designate at least one school official who shall be responsible for maintaining a record of the personnel who have received IEP copies for each student.

Any *copy of a student's IEP shall remain confidential* in compliance with the Individuals with Disabilities Education Act, the Family Educational Rights and Privacy Act, and District policy regarding confidentiality of student records; and shall not be disclosed to any other person other than the parent/guardian and/or persons in parental relation of such student, except in accordance with federal and state laws and/or regulations. Appropriate training and information will be provided to designated school personnel, as applicable, to ensure the confidentiality of such information. Procedures will be established to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing a student's IEP.

The Chairperson of the CSE, CSE subcommittee, or CPSE *shall designate* for each student one or, as appropriate, more than one professional employee of the School District with knowledge of the student's disability and education program *who will be responsible to, prior to the implementation of the IEP*, *inform* each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional (i.e., a teaching assistant or a teacher aide as defined in Commissioner's Regulations), and other provider and support staff person of his/her responsibility to implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP.

(continued)

SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP): DEVELOPMENT AND PROVISION *(continued)*

In selecting the professional staff person(s), the Chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional based on the particular circumstances of the student's disability and education program.

The School District shall also ensure that each teaching assistant, teacher aide and each other provider responsible for assisting in the implementation of a student's IEP has *the opportunity to review* a copy of the student's IEP prior to the implementation of such program. Further, each teaching assistant, teacher aide and such other provider responsible for assisting in the implementation of a student' s IEP shall have *ongoing access* to a copy of the IEP, which may be the copy provided to the student's special education teacher or the teacher or related service provider under whose direction the paraprofessional or other provider works. However, the District may, at its discretion, provide a copy of the IEP to teaching assistants and/or teacher aides.

A copy of a student's IEP shall be provided to the student's parents/guardians and/or persons in parental relation at no cost to the student's parents/guardians and/or persons in parental relation.

Individual Re-evaluations of Individualized Education Program

A committee on special education (CSE/CPSE) shall arrange for an appropriate re-evaluation of each student with a disability if conditions warrant a re-evaluation, or if the student's parent/guardian and/or persons in parental relation or teacher requests the re-evaluation; however, a re-evaluation must take place at least once every three years. The re-evaluation will be conducted by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The re-evaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any re-evaluations must be addressed by the CSE/CPSE in reviewing, and as appropriate, revising the student's IEP.

Use of Recording Equipment at IEP Meetings

The Board of Education shall allow recording equipment to be used at meetings regarding individualized education programs for students with disabilities.

Education Law Section 4402(7)
Education Law Articles 81, 85 and 89
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(hh), 200.2(b)(11), 200.4(b)(4), 200.4(e)(3), 200.4(f), and 200.16(e)(6)

SCCS BOE re-adopted; January 12, 2015
SCCS BOE revised and re-adopted November 9, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TRANSITION SERVICES

The Board of Education will provide transition services for students with disabilities who are fifteen (15) and older (and at a younger age if determined appropriate). Additionally, beginning at age fourteen (14), and updated annually, the student's Individualized Education Program (IEP) must include a statement of transition service needs under the applicable components of the student's IEP that focuses on the student's courses of study. As defined by the Commissioner's Regulations, transition services means a coordinated set of activities for a student with a disability, designed within an outcome-oriented process, that promotes movement from a school to post-school activities. Post-school activities include, but are not limited to, post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests and shall include needed activities in the following areas:

a) Instruction;

b) Related services;

c) Community experiences;

d) The development of employment and other post-school adult living objectives; and

e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
Education Law Section 4401
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(ss), 200.1(tt), 200.4(c)(2)(v),
200.4(c)(4), 200.4(d)(3), and 200.5(a)(1)(xii)

SCCS BOE reviewed & re-adopted February 23, 2015; no revision
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TWELVE MONTH SPECIAL SERVICES AND/OR PROGRAMS

The School District shall provide, directly or by contract, special services and/or programs during July and August to those students whose disabilities are severe enough to exhibit the need for a structured learning environment of twelve (12) months duration to prevent substantial regression as determined by the Committee on Special Education or Committee on Preschool Special Education. Written consent of the parent/guardian and/or persons in parental relation is required prior to initial provision of special education services in a twelve-month special service and/or program.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(qq), 200.5(b)(1)(iii),
200.6(j) and 200.16(h)(3)(v)

SCCS BOE reviewed & re-adopted February 23, 2015; no revision
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES

The policy of the Board of Education is to conduct a census in order to have all children with disabilities, within its jurisdiction under the age of twenty-one (21) identified, located and evaluated, including children of preschool age and children in all public and private agencies and institutions.

Persons involved in the collection of data must receive prior training and written information regarding data collection procedures.

Register of Children with Disabilities

It is the policy of the Board of Education of the Southern Cayuga Central School District to maintain a register containing the data requirements as indicated in the Commissioner's Regulations.

Education Law Sections 3240-3242 and 4402(1)(a)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(a) and 200.4

NOTE: Refer also to Policy #7160 -- School Census

SCCS BOE reviewed & re-adopted February 23, 2015; no revision
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PARENT INVOLVEMENT

The Board of Education recognizes the rights of the parent/guardian and/or persons in parental relation to be fully informed of all information relevant to the identification, or change in identification, evaluation and educational placement of a child with a disability.

All due process procedures for parents/guardians and/or persons in parental relation and children in the Commissioner's Regulations shall be observed by the School District.

Surrogate Parents

In the event that no parent/guardian and/or persons in parental relation for a child with a disability can be identified or after reasonable efforts, the whereabouts of the parent/guardian and/or persons in parental relation cannot be determined, or the child with a disability is a ward of the state, the Board shall assign an individual to act as a surrogate for the parents/guardians and/or persons in parental relation. The person selected as a surrogate shall have no interest that conflicts with the interest of the child he/she represents, and shall have knowledge and skills that insure adequate representation of the child.

It is the duty of the School District to determine whether a child needs a surrogate parent/guardian and/or persons in parental relation and to assign a surrogate parent/guardian and/or persons in parental relation in the manner permitted under New York State law.

Education Law Sections 4401 and 4402
8 New York Code of Rules and Regulations
(NYCRR) Section 200.5

SCCS BOE reviewed & re-adopted February 23, 2015; no revision
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS

The School District is committed to making every effort to amicably resolve differences involving the educational programs for students with disabilities. When outside assistance is needed to aid in resolving a disagreement about the identification, evaluation, educational placement or provision of a free appropriate education for a student with a disability, mediation is encouraged. For those exceptional circumstances where a more formal method is required, the impartial hearing process will be utilized. The impartial hearing officer (IHO) renders a written decision after the parties present and refute evidence before him/her. The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Impartial Hearing Process
The following is an overview of the Impartial Hearing process:

a) Either the parent/guardian and/or persons in parental relation or the School District may request an impartial hearing. If a parent/guardian and/or persons in parental relation makes the request, it must be in writing to the Board of Education describing the nature of the dispute and a proposed resolution of the problem. The District will provide a form for this purpose. However, the District may not deny or delay a parent's/guardian's and/or persons in parental relation's right to an impartial hearing if the written request is not complete.

   If the District is the party initiating an impartial hearing, the District will provide prior written notice to the parent/guardian and/or persons in parental relation including a statement of the action proposed and any explanation of why the District proposes to take such action.

b) Upon receipt of or initiation of a request for an impartial hearing, the District will inform the parent/guardian and/or persons in parental relation of the availability of mediation, of any free or low-cost legal and other relevant services available in the area, and provide them with a copy of the District's Procedural Safeguards Notice.

c) The District must immediately [but not later than two (2) business days after receipt of the written request] initiate the process to select an IHO. The District selects the IHO through a rotational selection process in accordance with regulatory timelines. A person appointed by the Superintendent (ie CSE secretary) will be responsible for contacting IHOs and maintaining appropriate records.

(continued)

SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS *(continued)*

d) The IHO must be certified by the Commissioner of Education, be independent and have access to the support and equipment necessary to perform the duties of an IHO. When the selected IHO indicates availability, the Board of Education must immediately appoint him/her. To expedite this process the Board may designate one (1) or more of its members to appoint the IHO on behalf of the Board.

e) The impartial hearing will be conducted at a location that is reasonable and convenient to the parent/guardian and/or persons in parental relation and the student involved. The hearing shall be closed to the public unless the parent/guardian and/or persons in parental relation requests an open hearing.

f) The IHO presides over the hearing at which the parties have an opportunity to present evidence and testimony.

g) The student remains in his/her current placement during the pendency of the impartial hearing unless both parties agree and except as otherwise provided for expedited impartial hearings for certain disciplinary suspensions or removals of a student.

h) The IHO renders and forwards the finding of fact and decision to the parties and to the State Education Department in accordance with regulatory timelines.

i) The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Recordkeeping and Reporting

The District will maintain an alphabetical list of the names of each IHO who is certified in New York State and available to serve in the District. The District will record and report to the State Education Department required information relating to the selection of IHOs and the conduct of impartial hearings according to the manner and schedule specified by the department. The Superintendent shall designate a staff member(s) who will be responsible for reporting such information as required relating to the impartial hearing process into the State Education Department's web-based reporting system.

(continued)

SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS *(continued)*

Compensation of Impartial Hearing Officers

The District will be responsible for compensating the IHO for pre-hearing, hearing and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The rate of compensation may not exceed the maximum rate approved by the Director of the Division of the Budget. The District will also reimburse the IHO for travel and other hearing-related expenses (e.g., duplication and telephone costs) pursuant to an annually determined schedule. On an annual basis, the District will forward a copy of its compensation rates to each IHO on the District's rotational list.

Mediation

Mediation is voluntary and does not deny or delay a parent's/guardian's and/or persons in parental relation's right to an impartial hearing. If mediation is initiated after a request for an impartial hearing has been received, the impartial hearing must continue unless the request for the impartial hearing is withdrawn. However, a party may request an extension to an impartial hearing to pursue mediation.

Guardians ad Litem at Impartial Hearings

Unless a surrogate parent has been previously appointed, the IHO must appoint a guardian ad litem when he/she determines that the interests of the parent(s) are opposed to or inconsistent with those of the student or whenever the interests of the student would be best protected by such appointment.

Confidentiality

All issues relating to a request for and conduct of an Impartial Hearing must be kept confidential by all District staff.

Administrative Procedures

Administrative procedures will be developed for the selection and appointment of an IHO consistent with regulatory requirements.

Education Law Sections 4404(1) and 4410(7)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1, 200.2, 200.5, 200.16,
200.21 and 201.11

SCCS BOE reviewed & re-adopted February 23, 2015
SCCS BOE revised and re-adopted November 9, 2009
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INDEPENDENT EDUCATIONAL EVALUATIONS

Parents/guardians and/or persons in parental relation of children with disabilities have the right under Federal and State regulations to obtain an independent evaluation at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education Part 200.5(a)(1)(vi). Additionally, the Federal Regulations (34 Code of Federal Regulations [CFR] 300.503) specify requirements for an independent evaluation.

Administrative regulations on independent evaluations will be developed to explain the rights of parents/guardians and/or persons in parental relation and the responsibilities of school districts with regard to independent evaluations and also to avoid any misunderstandings.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(z) and 200.5(g)
34 Code of Federal Regulations (CFR)
Sections 300.12 and 300.503

SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SPECIAL EDUCATION MEDIATION

The District will offer mediation as an alternative to the impartial hearing process in disputes regarding the provision of a free, appropriate public education for students identified by the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) as having a disability, or students suspected of having a disability. Such mediation shall be conducted by mediators furnished by a Community Dispute Resolution Center who are not employees of a school district or program serving students with disabilities. Mediators may not have a personal or professional interest which would conflict with their objectivity in the mediation process.

Parents/guardians and/or persons in parental relation to students suspected of or having disabilities will receive written notice of the availability of the mediation program each time they receive notice of their entitlement to the impartial hearing procedures in accordance with Federal and State law and regulations.

Mediation will not operate to diminish or limit any rights provided for in law, including the right of the parent/guardian and/or persons in parental relation to request an impartial hearing subsequent to mediation. Parents/guardians and/or persons in parental relation to students suspected of or having disabilities continue to have full access to all rights, including due process procedures, provided for in federal and state laws and regulations. Similarly, mediation shall not be construed to limit a parent/ guardian and/or persons in parental relation from requesting an impartial hearing without having first utilized mediation procedures set forth in Education Law.

34 Code of Federal Regulations
(CFR) Sections 300.500 and 300.515
Education Law Section 4404-a
Judiciary Law Section 849a
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1 and 200.5

SCCS BOE reviewed & re-adopted February 23, 2015; no revision
SCCS BOE reviewed & re-adopted October 26, 2009; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

INSTRUCTION
Section 8000

NUMBER

CURRICULUM (GENERAL)

1.1 Curriculum Development, Resources and Evaluation 8110
1.2 Request for Part 100 Variance or Part 200 Innovative Program Waiver From Commissioner's Regulations 8120
1.3 Equal Educational Opportunities 8130

ELEMENTARY AND SECONDARY INSTRUCTION

2.1 Safety Conditions and Programs 8210
2.1.1 Prevention Instruction 8211
2.2 Career and Technical (Occupational) Education 8220
2.2.1 Career Education and Work-Study Programs and the Community 8221
2.3 Guidance Program 8230
2.4 Instructional Programs: Driver Education, Gifted and Talented Education and Physical Education 8240
2.4.1 Patriotism, Citizenship and Human Rights Education 8241
2.4.2 Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education 8242
Animals in the School (Instructional Purposes) 8243
2.5 Evaluation of the Instructional Program 8250
2.6 Programs and Projects Funded by Title I 8260
2.7 Instructional Technology 8270
2.7.1 The Children's Internet Protection Act: Internet Content Filtering/ Safety Policy 8271
2.8 Instruction for English Language Learners or Students with Limited English Proficiency 8280

INSTRUCTIONAL MATERIALS

3.1 Purposes of Instructional Materials 8310
3.2 Selection of Library and Audiovisual Materials 8320
3.3 Objection to Instructional Materials 8330
3.3.1 Controversial Issues 8331
3.4 Textbooks/Workbooks 8340
3.5 Use of Copyrighted Materials 8350
3.6 Religious Expression in the Public Schools 8360

INSTRUCTIONAL ARRANGEMENTS

4.1 School Calendar and School Day 8410
4.2 Opening Exercises 8420
4.3 Independent Study 8430
4.4 Homework 8440
4.5 Home Tutoring (Temporary Instruction) 8450
4.6 Field Trips 8460
4.7 Home Instruction (Home Schooling) 8470

SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

The Board of Education supports and encourages development of a District-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children in a rapidly changing society. The principals shall be responsible to the Superintendent for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction.

Curriculum Resources

There are many resources for curriculum development that exist in our School District, and the instructional staff, under the guidance of the administration, is expected to delve into those resources for possible improvement of the instructional program. Teachers with special duty assignments (such as coordinators) shall advise principals regarding program improvement and every teacher has the privilege of being an initiator of improvement, as well as planning responses to changing conditions, and the principals shall be involved in curriculum development.

From the staff, the Superintendent may appoint curriculum study committees; and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, shall be submitted by the Superintendent to the Board of Education for consideration in the forming of curriculum policy.

Curriculum Evaluation

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement.

All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve the learning and growth of students.

The administrative staff shall evaluate the curriculum in a systematic manner, involving school personnel and others as appropriate.

The administrative staff shall make periodic recommendations for action by the Board. The Board of Education from time to time may invite teachers or others to discuss the curriculum.

Education Law Sections 1604, 1709 and 3204

BOE reviewed & adopted September 13, 2010; no revisions made
BOE reviewed & adopted August 24, 2009; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: REQUEST FOR PART 100 VARIANCE OR PART 200 INNOVATIVE PROGRAM WAIVER FROM COMMISSIONER'S REGULATIONS

The Board of Education encourages collaboration by teachers, administrators, parents/guardians and/or persons in parental relation and students of the District in developing innovative educational programs and practices that will lead to greater achievement for all students.

Requests for a variance or waiver from the requirements in Part 100 and Sections 200.1/200.6, respectively, of the Commissioner's Regulations must be approved by the local Board of Education and signed by the Superintendent of Schools. An application may also be submitted by several districts, or a combination of districts, BOCES and/or private schools, applying as a consortium. Consortium applications must be approved by each participating local Board of Education and Superintendent of Schools.

Subsequent to Board of Education approval, all applications must be forwarded to the District Superintendent of Schools of which the local district is a part for review, consultation, and recommendation prior to submission to the State Education Department. The District Superintendent may provide technical assistance to the applicant and make recommendations to the State Education Department. Interested applicants may also request technical assistance through their Regional Education Coordinator.

8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(n) and 200.6(k)

SCCS BOE reviewed, revised and re-adopted September 28, 2010

Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES

The Southern Cayuga Central School District provides equal opportunity for students and does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of actual or perceived race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender or any other basis prohibited by state or federal non-discrimination laws, and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

Educational Services for Married/Pregnant Students

Public schools may not discriminate against students based on their parental and/or marital status. The opportunity to participate in all of the services, programs and activities of the school district shall not be restricted or denied because of pregnancy, parenthood or marriage.

Pregnant students shall be encouraged to remain and participate in District programs. The forms of instruction provided to such students may include any or all of the following:

a) Remain in school with provisions for special instruction, scheduling and counseling as needed;

b) Receive home instruction;

c) Attend BOCES programs.

In this regard, the Superintendent or his/her designee, in consultation with student services staff, the school physician and the student's personal physician, may make program modifications which are feasible and necessary to accommodate the special needs of such students.

Investigation of Complaints and Grievances

The School District will act to promptly, thoroughly and equitably investigate all complaints, whether verbal or written, of discrimination and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Policy #7551 -- Sexual Harassment of Students.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District.

(*continued*)

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (*continued*)

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination have not suffered retaliation.

Americans with Disabilities Act, 42 USC Section 12101 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
20 USC Section 1701, et seq.
45 CFR Section 84.40

SCCS BOE revised March 7, 2016
BOE reviewed & adopted September 13, 2010; no revisions made
Adopted: 6/7/04

SUBJECT: SAFETY CONDITIONS AND PROGRAMS

The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.

Each principal will be responsible for the supervision of a safety program for his/her school.

The safety program may include, but not be limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, and traffic safety programs relevant to students, employees and the community.

It shall be the duty of the Board of Education to provide inspections and supervision of the health and safety aspects of the school facilities. Such regulations shall be included in the school safety code.

Eye Safety/Student Use of Hand-Held Laser Pointers

Eye safety devices are to be provided by the School District for the protection of employees, students and visitors, and worn in the technology education classes and labs when activities present a potential eye hazard. The Superintendent or his/her designee will ensure that these devices are properly repaired, cleaned and stored to prevent the spread of germs or diseases after individuals use them.

Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in his/her classroom. Laser pointers are to be used by students only when such use is approved and supervised by the classroom instructor.

Students will be advised not to stare directly into the beam from a laser pointer or direct the beam at the eyes of another individual. Students are not to aim the pointer into the audience. Students are to be made aware of the hazards associated with the particular type of laser pointer used.

Education Law Sections 409, 409-a, 807-a, and 906
8 New York Code of Rules and Regulations
(NYCRR) Part 136 and Section 141.10

SCCS BOE reviewed and re-adopted September 28, 2010

Adopted: 6/7/04

SUBJECT: PREVENTION INSTRUCTION

AIDS Instruction in Health Education

The Board of Education shall provide a health education program that will include appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS) and blood borne pathogens. Accurate information concerning the nature of the disease, methods of transmission, and means of prevention shall be provided in an age-appropriate manner and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

No student shall be required to receive instruction concerning the methods of prevention of AIDS if the parent/guardian and/or persons in parental relation has filed with the school principal a written request that the student not participate in such instruction, with an assurance that the student will receive this instruction at home.

Substance Abuse-Prevention Instruction

The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and/or drug abuse. An educationally sequential health prevention program, utilizing as appropriate community, staff and student input, will be developed to inform students of:

a) Causes for substance abuse;

b) Physical and psychological damage associated with substance abuse;

c) Avoidance of alcohol, tobacco and drugs.

d) Dangers of driving while under the influence of alcohol or drugs.

Environmental Conservation Instruction

The Board of Education supports and encourages the development of a District-wide, articulated curriculum of environmental conservation integrated into other program disciplines.

Fire and Arson Prevention Instruction

The Board of Education directs the administration to provide instruction in fire and arson prevention for all students in each school for a period of not less than forty-five (45) minutes each month that school is in session.

Student Safety

Instruction in courses in technology education, science, home and career skills, art and physical education, health and safety shall include and emphasize safety and accident prevention.

Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety procedures relating to the particular courses. These shall include the wearing of protective eye devices in appropriate activities and simulation drills.

(continued)

SUBJECT: PREVENTION INSTRUCTION *(continued)*

Emergency Planning

The School District shall maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students shall be provided instruction to respond effectively in emergency situations. Members of the public will receive notifications of emergency planning as required by law.

Instruction on Prevention of Child Abduction

All students in grades K through 8 in District schools shall receive instruction designed to prevent the abduction of children. Such instruction shall be provided by or under the direct supervision of regular classroom teachers and the Board of Education shall provide appropriate training and curriculum materials for the regular classroom teachers who provide such instruction. However, at the Board's discretion, such instruction may be provided by any other public or private agency.

The Commissioner of Education will provide technical assistance to assist in the development of curricula for such courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels to provide awareness skills, information, self-confidence and support to aid in the prevention of child abduction.

For purposes of developing such courses of study, the Board of Education may establish local advisory councils or utilize the school-based community advisory or shared decision making and planning committees established pursuant to the Regulations of the Commissioner to make recommendations concerning the content and implementation of such courses. Alternatively, the District may utilize courses of instruction developed by consortia of school districts, boards of cooperative educational services, other school districts, or any other public or private agency. Such advisory council shall consist of, but not be limited to, parents/guardians and/or persons in parental relation, school trustees and Board members, appropriate school personnel, business and community representatives and law enforcement personnel having experience in the prevention of child abduction and other areas of instruction as applicable.

(continued)

SUBJECT: PREVENTION INSTRUCTION *(continued)*

AIDS Instruction:
8 New York Code of Rules and Regulations (NYCRR) Sections 135.3(b)(2) and (c)(2)
Civil Preparedness: New York State Office of Disaster Preparedness
Fire and Arson: Education Law Section 808
Prevention of Child Abduction: Education Law Section 803-a
Student Safety: Education Law Section 808
8 New York Code of Rules and Regulations (NYCRR) Sections 107 and 155
Substance Abuse: Education Law Section 804
8 New York Code of Rules and Regulations (NYCRR) Section 135.3(a)

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#5640 -- Smoking/Tobacco Use
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct on School Property

SCCS BOE reviewed, revised & re-adopted October 12, 2010
Adopted: 6/7/04

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

The Board of Education recognizes the need for career and technical education and reaffirms its policy of strengthening the local high school career and technical education program through utilization of any available federal and state funds for that purpose and of supporting the local school program and the BOCES program. The district shall also pursue the offering of career and technical education programs that include college credit options for student career and tech prep.

Equal Opportunity

The Board of Education prohibits discrimination on the basis of sex, race, color, national origin or disability in any career and technical education program or activity of this District.

The career and technical education program and/or activities shall be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the District shall issue an appropriate public announcement which advises students, parents/guardians and/or persons in parental relation, employees and the general public that career and technical education opportunities will be offered without regard to sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status or disability. Included in such announcement will be the name, address and telephone number of the person designated to coordinate Title IX/Section 504/ADA activities.

Grievance Procedure

Grievance procedures for resolving complaints regarding discrimination shall be disseminated to adequately inform students, parents and employees of the existence of these procedures.

BOCES Advisory Council

In accordance with Education Law, the Advisory Council of the BOCES is designated as the local Advisory Council for career and technical education in the School District.

Civil Rights Law Section 40-c
Education Law Article 93
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(h) and 141 et seq.
Executive Law Section 290 et seq.

SCCS BOE reviewed and re-adopted September 28, 2010

Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CAREER EDUCATION AND WORK-STUDY PROGRAMS AND THE COMMUNITY

A career education program that includes work-study, internships, career shadowing and school-to-work transition shall be part of the regular education program.

A student enrolled in a school-conducted work-study program may work and may or may not receive wages during school hours. Such employment as occurs during school hours shall be supervised in part by a designated faculty member and work place sponsor. Such a student employed during school hours, even while at work, is regarded as a school student in attendance.

The career study program will encourage the active cooperation of the sponsors of such students. The Board intends that a good working relationship should be established between the school and the work place, employers, and faculty members assigned to supervise the work-study program shall participate in establishing this relationship.

SCCS BOE reviewed and re-adopted September 28, 2010

Adopted: 6/7/04

SUBJECT: GUIDANCE PROGRAM

A District plan for the K through 12 guidance program shall be filed in the District office and made available for public review. This plan shall be subject to annual review and periodic revisions (not to exceed three years) to accommodate departmental updates or state education department changes to requirements in the following areas:

a) Identification of guidance program objectives;
b) Activities to accomplish the objectives;
c) Identification of staff members and other resources to accomplish the objectives;
d) Provisions for the annual assessment of program results.

Guidance Program Elementary, Intermediate and High School

A coordinated guidance program at all levels shall be developed and implemented to:

a) Prepare students to participate effectively in their current and future educational programs;

b) Help those students exhibiting any attendance, academic, behavioral or adjustment problems;

c) Educate students concerning avoidance of child sexual abuse; and

d) Encourage parent/guardian and/or persons in parental relation involvement.

The coordinated guidance program at all levels will include the following activities and services:

a) Each student's educational progress and career plans will be reviewed annually;

b) Instruction at each grade level to help students learn about various careers and career planning skills;

c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement postsecondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement;

d) Employment of personnel certified or licensed as school counselors with specific background to plan the academic and age appropriate developmental needs of all students. These will include all appropriate programs, both in-school and out-of-school designed to meet specific student needs..

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(j)

SCCS BOE reviewed & revised January 10, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INSTRUCTIONAL PROGRAMS: DRIVER EDUCATION, GIFTED AND TALENTED EDUCATION AND PHYSICAL EDUCATION

Driver Education

A driver education course may be offered under the conditions set forth by the New York State Education Department.

Education Law Section 806-a

Gifted and Talented Students

The Board of Education will provide appropriate educational programs for students identified as being gifted and talented. Programs may include: enrichment opportunities through BOCES, college level classes for credit, skipping grades in specific subject areas, and/or differentiated instruction within the classroom providing more rigor, challenge and higher order thinking skills.

The BOE encourages District Administration to creatively offer options for advanced students to excel to their full potential.

Education Law Article 90 and Section 3204(2)(b)
8 New York Code of Rules and Regulations
(NYCRR) Section 142

Physical Education Class

All students, except those with medical excuses, shall participate in physical education in accordance with the Commissioner's Regulations. Any student whose condition precludes participation in a regular program shall be provided with adaptive physical education approved by the Commissioner of Education.

Education Law Sections 803 and 3204
8 New York Code of Rules and Regulations
(NYCRR) Section 135.4

SCCS BOE reviewed & revised January 10, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: PATRIOTISM, CITIZENSHIP AND HUMAN RIGHTS EDUCATION

In order to promote a spirit of patriotic and civil service and obligation, as well as to foster in students of the District moral and intellectual qualities which are essential in preparing them to meet the obligations of citizenship, the Board requires students attending District schools, over the age of eight (8) years, to attend instructional courses in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, the Holocaust, and the mass starvation in Ireland from 1845 to 1850 (the "Irish Potato Famine").

The Board also directs that all students attending District schools in grades 8 through 12 receive instruction in the history, meaning, significance and effect of the United States Constitution, the New York State Constitution, and the Declaration of Independence.

The curricula for such courses must include the subjects specified by the Board of Regents and be for the period of instruction, as mandated by the Regents, which is necessary in these subjects in each of the appropriate grades.

One (1) week during each school year a uniform course of exercises shall be provided to teach students, in an age appropriate manner, the purpose, meaning and importance of the Bill of Rights Articles in the United States and New York State Constitutions. These exercises shall be in addition to the above required courses.

The Board directs that the above named subjects, as mandated by law, be addressed in the instructional curricula provided by the District.

Education Law Section 801

NOTE: Refer also to Policy #8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

SCCS BOE Reviewed November 22, 202; no revisions 1
SCCS BOE Reviewed November 8, 2010; no revisions
Adopted: 6/7/04

SUBJECT: CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/ INTERPERSONAL VIOLENCE PREVENTION EDUCATION

Civility, Citizenship and Character Education

The Board of Education recognizes that teaching students respect, civility and understanding toward others, as well as the practice and reinforcement of appropriate behavior and values of our society, is an important function of the school system.

The School District wishes to foster an environment where students exhibit behavior that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, the District stresses positive communication and discourages disrespectful treatment. This policy is not intended to deprive and/or restrict any student of his/her right to freedom of expression but, rather, seeks to maintain, to the extent possible and reasonable, a safe, harassment free and educationally conducive environment for our students and staff.

Furthermore, the District shall ensure that the course of instruction in grades K through 12 includes a component on civility, citizenship and character education in accordance with Education Law. Character education is the deliberate effort to help students understand, care about and act upon core ethical values.

Character education shall instruct students on the principles of:

a) Honesty,
b) Tolerance,
c) Personal responsibility,
d) Respect for others,
e) Awareness and sensitivity to discrimination and/or harassment as defined in the Dignity for All Students Act (DASA);
f) Civility in relation to people of different races, weights, national origins, ethnic groups, religions, religious practices, physical or mental abilities, sexual orientations, genders or sexes;
g) Observance of laws and rules,
h) Courtesy,
i) Dignity and other traits which will enhance the quality of students' experiences in, and contributions to, the community.
j) Safe and responsible use of the internet and electronic communication.

(continued)

SUBJECT: CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/ INTERPERSONAL VIOLENCE PREVENTION EDUCATION (*continued*)

As determined by the Board of Regents, and as further enumerated in Commissioner's Regulations, the components of character education shall be incorporated in existing School District curricula as applicable.

The District encourages the involvement of staff, students, parents/guardians and/or persons in parental relation and community members in the implementation and reinforcement of character education in the schools.

Education Law Sections 801 and 801-a

Interpersonal Violence Prevention Education

The Commissioner of Education, pursuant to law, shall make available to the District an interpersonal violence prevention education package for students in grades K through 12; and the use of such material will be incorporated as part of the health or other related curricula or programs.

As modified by the Board of Regents, the health curriculum requirements shall provide greater focus on the development of skills, by no later than middle school, that are needed to recognize, cope with and address potentially violent incidents, including an understanding of the student's roles in emergency situations, what to do when confronted with another student who is experiencing a mental health problem, and other related skills designed to reduce the threat of violence in the schools.

Education Law Section 804(4)

SCCS BOE Reviewed November 22, 2021; no revisions
SCCS BOE reviewed and adopted March 24, 2014
SCCS BOE reviewed, revised & approved May 21, 2012
SCCS BOE Reviewed November 8, 2010; no revisions
Adopted: 6/7/04

SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)

Observation and experimentation with living organisms and animals gives students unique perspectives of life processes. Animals and animal materials should be used respectfully and for the purpose of meeting course objectives.

The Board of Education, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Building Principal before animals are brought into the school or classrooms. It is the Principal's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified to assist persons with disabilities.

Study and Care of Live Animals

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

Dissection of Animals

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that such objection is substantiated in writing by the student's parent/guardian and/or persons in parental relation. An alternate activity clearly related to and of comparable rigor will be assigned in lieu of laboratory dissection. Some examples of alternate activities include the use of computer simulations or research. Students who perform alternative projects shall not be penalized.

Effective July 1, 2011, the District will give reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parents/guardians and/or persons in parental relation about their rights to seek an alternate project to dissection. Such notice shall be made available upon request at the school and distributed to parents/guardians and/or persons in parental relation and students enrolled in a course that includes dissection at least once at the beginning of the school year.

Instruction in the Humane Treatment of Animals

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty. Such instruction shall be for a period of time as specified by the Board of Regents and may be joined with work in literature, reading, language, nature study or ethnology.

Americans with Disabilities Act, 42 United States Code (USC) Section 12101 et. seq.
Education Law Section 809
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)(8)

SCCS BOE adopted September 27, 2011, New Policy

SUBJECT: EVALUATION OF THE INSTRUCTIONAL PROGRAM

Evaluation may be concerned with the extent to which:

a) Each student achieves in accordance with his/her ability;

b) Each staff member performs at full potential;

c) The total learning environment, including instructional processes, physical facilities, and the educational program, remains consistent with the needs of students and the larger society and contributes to the accomplishment of the goals of the school.

The Board of Education expects the district to maintain a continual program of evaluation at every level to determine the extent of progress toward the schools' objectives. A district-wide school improvement plan will be maintained for this purpose. The Board of Education will periodically request the Superintendent to present factual information that it considers necessary to evaluate the effectiveness of the educational program.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(m)

SCCS BOE Reviewed November 8, 2010; no revisions
BOE reviewed & adopted August 24, 2009; no revisions made
Adopted: 6/7/04

SUBJECT: PROGRAMS AND PROJECTS FUNDED BY TITLE I

Parental Involvement

The Board of Education recognizes the rights of parent/guardians and/or persons in parental relation to be fully informed of all information relevant to their children who participate in programs and projects funded by Title I. The District shall ensure parental/guardian and/or persons in parental relation involvement in these programs and projects by:

a) Providing such support for parental/guardian and/or persons in parental relation involvement activities as required by law;

b) Convening an annual meeting to which all parents/guardians and/or persons in parental relation of participating children shall be invited;

c) Providing parents/guardians and/or persons in parental relation with reports on their children's progress;

d) Providing opportunities for regular meetings of parents/guardians and/or persons in parental relation.

In addition to the above, the District shall, jointly and in agreement with parents/guardians and/or persons in parental relation of students receiving Title I services, establish expectations for parent/guardian and/or persons in parental relation involvement in Title I programs in accordance with Section 1118(a) of the Elementary and Secondary Education Act. Similarly, each Title I school within the District shall establish building level school/parent/guardian and/or persons in parental relation involvement policies in accordance with Section 1118(b). Such school/parent/guardian and/or persons in parental relation policies shall include, where applicable, school-parent/guardian and/or persons in parental relation compacts outlining how parents/guardians and/or persons in parental relation, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents/guardians and/or persons in parental relation will build and develop a partnership to help students achieve the state's high standards.

Comparability of Services

The School District shall ensure equivalence among the schools in the District of the same grade span and levels of instruction with regard to teachers, administrators and auxiliary personnel as well as equivalence in the provision of curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary
Education Act of 1965, as amended by the No Child
Left Behind Act of 2001
20 United States Code (USC) Section 6301 et seq.
34 Code of Federal Regulations (CFR) Part 75

SCCS BOE Reviewed November 8, 2010; no revisions
Adopted: 6/7/04

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, digital storage devices; the internet, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

a) A comprehensive staff development program to ensure appropriate and effective use of technology.

b) The preparation of students to utilize multiple types of technology.

c) The integration of technology within and across all curriculum areas.

d) The equitable distribution and access to technological equipment and materials for all students.

e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

District leadership will set an example by utilizing technology effectively.

Each teacher should strive to remain up to date on current technology use in their subject area of expertise and incorporate technology use into the curriculum to the extent resources allow.

SCCS BOE reviewed & revised January 10, 2011
SCCS BOE Reviewed November 8, 2010; no revisions
Adopted: 6/7/04

SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the internet) on all District computers with internet access. Such technology protection measures apply to internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

d) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

e) Monitoring logs of access to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c) The dissemination of the District's Acceptable Use Policy and accompanying Regulations to parents/guardians and/or persons in parental relation and students to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

(*continued*)

SUBJECT: THE CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY (*continued*)

Parent/guardian and/or persons in parental relation or student consent, as may be applicable, shall be required prior to authorization for student use of District computers. In compliance with this Internet Safety Policy as well as the District's

Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with internet access.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

47 United States Code (USC) Sections 254(h) and (l)
47 Code of Federal Regulations (CFR) Part 54

SCCS BOE reviewed and readopted November 22, 2010
Adopted: 6/7/04

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency (LEP) or English Language Learners (ELL), are provided with an appropriate program of bilingual transitional education or a free-standing program of English as a Second Language (ESL).

The District has developed a comprehensive plan to meet the educational needs of students with limited English proficiency. The plan will be kept on file in the District and made available for SED review upon request. The plan includes:

a) The District's philosophy for the education of ELL/LEP students;

b) Administrative practices and procedures to:

   1. Diagnostically screen students for limited English proficiency;

   2. Identify students with limited English proficiency;

   3. Annually evaluate each ELL/LEP student, including his/her performance in content areas to measure the student's academic progress.

c) A description of the nature and scope of the bilingual and/or English as a second language instructional program and services available to ELL/LEP students;

d) A description of the criteria used by the District to place ELL/LEP students in appropriate bilingual or free-standing English as a second language programs;

e) A description by building of the curricular and extracurricular services provided to ELL/LEP students;

f) 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 instructional programs and services available to limited English proficient pupils to help them acquire English proficiency may include, pursuant to Commissioner's Regulations, bilingual education programs, free-standing English as a second language programs, appropriate support services, transitional services, in-service training and parental notification.

(continued)

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

A student who, as a result of a disability, scores below the State designated level on the Language Assessment Battery-Revised (LAB-R) or the NYS English as a Second Language Achievement Test (NYSESLAT) shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student and shall also be eligible for services available to an ELL/LEP student when those services are recommended in the IEP. Such a student will be counted as an ELL/LEP student as well as a student with a disability for purposes of calculating State aid.

The parent/guardian and/or persons in parental relation of a student identified as an English language learner or as limited English proficient shall be informed in his/her native language, if necessary, of the student's identification for and/or participation in an English language learner instructional program as well as other school related information.

The Superintendent shall ensure that all data required by the Commissioner's Regulations is submitted to the State Education Department in a timely manner.

Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)
Education Law Sections 207, 215, 2117, 3204(2)(2-a), 3602, and 3713
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(g) and Parts 117 and 154

SCCS BOE reviewed and revised, November 22, 2010
Adopted: 6/7/04

SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school.

Instructional materials should contribute to the development of positive social and intellectual values of the students.

The Board of Education shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability.

Education Law Section 701

SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04

SUBJECT: SELECTION OF LIBRARY AND AUDIOVISUAL MATERIALS

The Board of Education agrees that the responsibility of the school library is:

a) To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.

b) To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

c) To provide a background of information that will enable students to make intelligent judgments in their daily lives.

d) To provide materials on opposing sides of controversial issues so young citizens may develop, under guidance, the practice of critical reading and thinking.

e) To provide materials representative of the many religious, ethnic and cultural groups and their contribution to our American heritage.

f) To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of the library.

In interpreting these principles, the following will apply:

a) Broad and varied collections will be developed systematically by the librarian and the audiovisual specialist, based on recommendations of the professional staff and suggestions of students and parents/guardians and/or persons in parental relation. Final approval will be made by the building principal.

b) Qualitative standards of selection involving factual accuracy, authoritativeness, artistic quality and appeal will be applied by librarians and audiovisual specialists before purchases are made.

c) Materials will not be excluded because of the race, nationality, political opinions or religious views of the author.

d) Materials will be continuously re-evaluated in relation to changing curriculum and instructional needs. Worn out, out-dated materials will be discarded.

Rules of the Board of Regents Section 21.4

SCCS BOE reviewed; no revision; February 14, 2011
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS, LIBRARY BOOKS, TEXTS, and/or MEDIA

The Board of Education will not permit any individual to exercise censorship over instructional materials and library collections, but recognizes that at times a re-evaluation of certain material may be desirable. Should an individual ask to have any book or other material withdrawn from school use, the procedure outlined below will be followed;

1. The complaint should be written to the teacher or library media specialist as appropriate and specifically cite the content they deem objectionable, and include title, author, and page number.
2. Should the complaint not be satisfactorily addressed, the matter will be referred to the Building Principal and the Instructional Material Review Committee. The committee will include the librarian, principals, and two teachers who will review the challenged material and upon reaching consensus will make recommendations to the Superintendent concerning the disposition of the complaint.
3. If the complaint should remain unresolved, the complainant may appeal to the Board of Education, whose decision will be final.

Parents are encouraged to discuss with the child(ren) which materials and content are appropriate for them and which types of materials they do and do not want them to check out of the library.

The Board of Education will be notified of any complaint referred to the Instructional Material Review Committee. The committee will review the challenged material according to the principles and qualitative standards stated in Policy #8320 -- Selection of Library and Audiovisual Materials.

Curriculum Areas In Conflict With Religious Beliefs

A student may be excused from the study of specific materials if these materials are in conflict with the religion of his/her parent/guardian and/or persons in parental relation. Alternatives may be provided that are of instructional value.

Education Law Section 3204(5)

NOTE: Refer also to Policy #8360 -- Religious Expression in the Instructional Program

SCCS BOE reviewed, revised and adopted February 14, 2022
SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: CONTROVERSIAL ISSUES

It is the policy of the Southern Cayuga Board of Education to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom, faculty members in delivery of the curriculum of the district may use instructional practices in the classroom and utilize materials necessary; they may not claim as their right the privilege of discussing in their classroom controversial matters which have no relation to their subject. In their role as citizens, the faculty members have the same freedoms as other citizens. They should be mindful, however, that in their extramural utterances, they have an obligation to indicate that they are not an institutional spokesperson.

The Southern Cayuga Board of Education believes that as one means of realizing the maximum potential of a democracy, all citizens should have the opportunity to play their role in society to the limit of their talents. Decisions concerning school learning experiences, which will develop a person's talents, can be made best by a teacher who knows the learner and has professional experience and training. The quality of teaching depends on freedom to make such decisions.

The Board directs the administration to develop guidelines for dealing with controversial issues.

SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: TEXTBOOKS/WORKBOOKS

The term "textbook" shall refer to a book supplied to a student for a fixed period of time for his/her personal use and basic to the study of a subject.

The Board of Education shall make provision for funds to be budgeted for the purchase of textbooks and related instructional materials.

Upon the recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be used.

Students will be required to pay for lost books or for excessive damage to books.

Textbooks for Resident Students Attending Private Schools

Resident students attending private schools will be supplied non-sectarian textbooks in accordance with the requirements of Education Law.

Workbooks

The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in connection with a textbook.

Education Law Section 701 et seq.

SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: USE OF COPYRIGHTED MATERIALS

It is the intent of the Board of Education to abide by the provisions of the United States Copyright Law (Title 17 United States Code Section 101 et seq.).

All employees are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright proprietor.

Any employee who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and District policy and shall assume all liability.

A copyright officer may be appointed by the Superintendent to provide information for all personnel regarding current copyright law and to maintain copyright records.

Regulations and procedures shall be developed by the administration detailing what can and cannot be copied. Appropriate copyright notices will be placed on or near all equipment used for duplication.

Title 17 United States Code (USC)
Section 101 et seq.

SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS

The Board of Education acknowledges the importance of religion to the understanding of society and the richness of the human experience. In approaching the teaching about religion in the school, the District will be guided by three concepts when making decisions about the appropriateness of activities for inclusion in the school program: the activity should have a secular purpose; the activity should neither advance nor inhibit religion; and the activity must not foster an excessive entanglement of "government" with religion.

Nurturing the development of knowledge and respect for the rights of all cultural and religious groups is a continuing goal of the School District. Students, faculty and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivity of others.

Opportunities to learn about cultural and religious traditions should be provided within the framework of the curriculum. Information about religious and cultural holidays and traditions focusing on how and when they are celebrated, their origins and histories should be part of this instruction. This educational opportunity should be handled with great care, sensitivity and respect for the feelings and beliefs of individuals.

An environment should be created and encouraged where students of various ethnic backgrounds feel comfortable in sharing comments about their religious and cultural traditions. No student should be singled out to share or participate in such discussions solely on the basis of that student's identification with the cultural/religious heritage being addressed. A student's preference not to share or participate in such discussions should be honored and respected without penalty.

School Activities Related to Religious Holidays or Themes

School activities related to the teaching about religious holidays or themes must be consistent with, representative of, and congruent with the District's curriculum.

In planning school activities related to the teaching about religious holidays or themes, special effort must be made to ensure that the activity is not devotional and that students of all faiths can join without feeling they are betraying their own beliefs.

In planning school activities related to the teaching about religious holidays or themes, age appropriate activities are encouraged within the framework of the curriculum. Teaching about religious and cultural holidays may include such special activities as parties and special foods, if they reinforce educational goals.

Symbols in the Schools

The purpose of using religious symbols should be to teach about religious concepts and traditions, and to convey historical or cultural content, not to promote or celebrate religious concepts, events or holidays.

(*continued*)

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS (*continued*)

Music in the Schools

The purpose of using religious music should be to teach musical concepts, to convey historical and cultural content, or to create aesthetic experiences in a setting which emphasizes artistic expression and educational value, not to promote or to celebrate a religious faith.

District Calendar

The days on which members of a religious group may be absent to observe a religious holiday (legal absence) will be noted on the school planning calendar and the District calendar distributed to parents/guardians and/or persons in parental relation. Out of respect for a student's observance of these holidays, teachers will be sensitive to the needs of the student by allowing them to make up all classwork, homework and tests without penalty. Parents/guardians and/or persons in parental relation are encouraged to notify the school prior to the absence to assist the staff in instructional planning and in meeting the needs of the student.

Curriculum Areas In Conflict With Religious Beliefs

Students shall be given the option to be excused from participating in those parts of an activity, program or area of instruction involving a religious theme which conflicts with their own religious beliefs or that of their parents/guardians and/or persons in parental relation in accordance with applicable law and regulations. Alternatives may be provided that are of comparable instructional value.

Implementation

Administrative regulations will be developed to implement the terms of this policy. Further, the District shall vigorously publicize and disseminate this policy and accompanying regulations to ensure community, faculty, student and parental/guardian and/or persons in parental relationawareness.

United States Constitution, First Amendment
Equal Access Act,
20 United States Code (USC) Sections 4071-4074

Elementary and Secondary Education Act, Section 9524, as amended by the No Child Left Behind Act of 2001

Education Law Sections 1609(9) and (10), 1709(1) and (3), 3204(5) and 3210

8 New York Code of Rules and Regulations (NYCRR) Sections 16.2 and 109.2

NOTE: Refer also to Policies #7460 -- Constitutionally Protected Prayer in the Public Schools
#8330 -- Objection to Instructional Materials

SCCS BOE reviewed December 13, 2010; no revision
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: SCHOOL CALENDAR AND SCHOOL DAY

School Calendar

The Superintendent shall be responsible for the preparation of a school calendar to be presented to the Board for adoption.

School Day

The school day shall be set by the Superintendent with approval of the Board.

Education Law Sections 3204(4) and 3604(7)(8)
8 New York Code of Rules and Regulations
(NYCRR) Section 175.5

SCCS BOE Reviewed January 10, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: OPENING EXERCISES

The Board directs the administration to include the Pledge of Allegiance as part of the opening exercises in all the schools. Under certain circumstances, such as religious conviction, individuals may be excused from this requirement as a protection of their Constitutional rights.

Education Law Section 802
8 New York Code of Rules and Regulations
(NYCRR) Section 108.5

SCCS BOE Reviewed January 10, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: INDEPENDENT STUDY

Independent study, for credit, will be available to meet special individual needs of students in grades 9 through 12. Credit shall be granted for courses in the approved curriculum or approved as independent study in a particular subject area.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.5(d)(1)

SCCS BOE Reviewed January 10, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HOMEWORK

The Board of Education views the completion of assignments outside the classroom as an integral part of the educational process for all students. Homework is intended to promote personal responsibility, extend learning, encourage positive work habits, give students the opportunity to develop critical thinking skills and demonstrate understanding of content. Additionally, families can use homework to monitor the progress of their children and to be better acquainted with the curriculum.

The Board of Education has set the following guidelines regarding homework.

1. Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge and an opportunity to remediate learning problems.
3. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
4. The number, frequency and degree of difficulty of homework assignments should be based on the abilities, activities and needs of the student. However, the grade given for the homework is dependent on the student's performance.
5. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly evaluated.

The Board of Education believes that parental/guardian and/or persons in parental relation involvement in students' homework is essential to making homework an integral part of the educational program. Parents/guardians and/or persons in parental relation are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

SCCS BOE Reviewed October 22, 2018; no revisions made
SCCS BOE reviewed & revised June 10, 2013
SCCS BOE Reviewed January 10, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: HOME TUTORING (TEMPORARY INSTRUCTION)

Resident children attending public or non-public schools who qualify for home tutoring due to a long term illness shall be provided with such instruction in accordance with New York State Education Law and Commissioner's Regulations.

Procedures for students requiring home tutoring shall be developed under the direction of the Superintendent or his/her designee.

Education Law Sections 1604(20), 1709(24), 3202, and 4401

SCCS BOE Reviewed January 10, 2011; no revisions made
Adopted: 6/7/04 Southern Cayuga CSD Policy Book

SUBJECT: FIELD TRIPS

Policy

Field trips are an important part of the education provided to our students and are encouraged and supported by the Board of Education as finances allow. All students shall receive the opportunity to participate in field trips subject to student policy regarding discipline.

The Board of Education reserves the right to rescind prior approval of trips.

Fundraising by groups for field trips shall be in accordance with District policy for fundraising.

Administration will develop regulations, procedures and forms required for all field trip approvals.

Day Trips

a) Field trips relating to the curriculum shall be provided to all classes, when approved by the principal, with parental/guardian and/or persons in parental relation notification.

b) Unless otherwise approved by the principal, field trips shall be scheduled during the regular school day, starting from and returning to the school.

c) School bus transportation shall be funded by the Board of Education, as provided in the budget.

d) Out of state field trips shall require Board of Education approval.

Athletic and Other Competitive Events

School bus transportation and all admission fees and other non-optional costs for competitive events shall be funded by the Board of Education, as provided in the budget.

Unless otherwise approved by the principal, such trips shall originate and end at the school.

Students representing the district as a participant, when the time away from the school exceeds one meal, shall be allowed the cost of all succeeding meals as established by district administrative policy.

SUBJECT: FIELD TRIPS (*continued*)

Students representing the district as a participant when the time away from school is over night, shall have lodging paid for by the Board of Education. The allowance for meals will be governed by the schedule contained in the previous paragraph.

Meal and lodging expenses shall be monitored by the trip chaperone(s) and submitted, with appropriate receipts for all expenses, to the district business administrator.

Overnight Trips

Each overnight trip requested requires advance approval by the Board of Education that includes: itinerary of trip, proposed participants, chaperones, description of security/safety measures, procedures for parent/guardian and/or persons in parental relation consent and securing medical information; transportation, estimated costs, and proposed financing and fundraising shall be submitted by the principal(s) to the Superintendent for budget planning.

The Superintendent shall review the requested trips and make a recommendation to the Board of Education for approval and any additional funding if required.

Following the trip, the participants will be encouraged to share a report with the Board of Education.

NOTE: Refer also to Policy #5730 -- Transportation of Students

SCCS BOE reviewed, revised, adopted October 22, 2018
SCCS BOE reviewed January 10, 2011; no revisions made
Revised; approved by SCCS Board of Education February 25, 2008

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)

From time to time, parents/guardians and/or persons in parental relation will choose to instruct their children at home. The School District will attempt to cooperate with parents/guardians and/or persons in parental relation who wish to provide home schooling for their children, realizing that the child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to students of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic and sequential manner, specifically in relation to the required courses as enumerated in Commissioner's Regulation Section 100.10.

Provision of Services to Home-Instructed Students

Regarding Home-Instructed Students:

They are not awarded a high school diploma. A high school diploma may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Board of Regents, the school or the District.

a) They are not eligible to participate in interscholastic sports. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports.

   They may participate in intramural and other school-sponsored club activities. The School District will permit home-instructed students to participate in such extracurricular activities so long as the student can arrange for his or her own transportation, there is room in the program and there is no additional cost to the District. The student must abide by all District rules and regulations such as, but not limited to, the student Code of Conduct. The District will follow the provisions of Public Health Law Section 2164 when dealing with any health-related requirements.

b) The District is not required to loan available textbooks and other materials (e.g., library materials, microscopes, computer software, movie projectors). However, the District shall provide such textbooks and other materials to the extent available to home-instructed students.

c) The School District does not furnish health services and is not required to do so.

d) The District is not responsible for providing remedial programs.

e) They may not participate in the instructional program of the School District except for dual enrollment opportunities the District *may* make available under the "Dual Enrollment Law" and for special education programs and services the District is required to offer.

(*continued*)

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING) (*continued*)

The District shall not make available to home-instructed students occupational and vocational education programs (career and technical education programs) and programs for the gifted in accordance with the provisions of the "Dual Enrollment Law."

f) The District shall offer a home-instructed student with disabilities the special education services as addressed in the approved Individualized Education Program (IEP) by the Committee on Special Education. *However, there is no requirement that such services be provided in the student's home.* Further, the District shall conduct a census and register of students with disabilities who reside in the District in accordance with Education Law and Commissioner's Regulations.

g) Students instructed at home shall not be allowed to use school facilities, except as provided for community organizations in Policy #3280 -- Community Use of School Facilities.

Primary responsibility for determining compliance with Commissioner's Regulations addressing home instruction rests with the Superintendent of Schools of the school district in which a home-instructed student resides.

SCCS BOE reviewed; no revision; February 14, 2011
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SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX

ABOLISHING AN ADMINISTRATIVE POSITION 4220

ABSENCES
- Family and Medical Leave Act 6551
- Staff Leave and Absences 6550
- Student Absences and Excuses 7110

ABSENTEE BALLOTS 1640

ACADEMIC ELIGIBILITY, EXTRACURRICULAR 7412

ACADEMIC INTERVENTION SERVICES (AIS) 7616

ACCEPTABLE USE OF COMPUTERIZED INFORMATION RESOURCES 6470, 7314

ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT 5230

ACCEPTING GIFTS 5230, 6110

ACCESS TO RECORDS -- PUBLIC 3310

ACCIDENTS AND MEDICAL EMERGENCIES 7520

ACCOUNTING OF FIXED ASSETS 5621

ACCOUNTING OF FUNDS 5510

ACQUIRED IMMUNE DEFICIENCY SYNDROME 5692

ADMINISTRATION
- Abolishing Positions 4220
- Administrative Authority During Absence of Superintendent of Schools 4230
- Administrative Latitude in Absence of Board Policy 4240
- Administrative Line Responsibility 4211
- Administrative Organization and Operation 4210
- Administrative Organizational Chart 4212
- Administrative Personnel 4110
- Administrative Regulations 1420
- Administrative Staff 4330
- Administrative Staff-Evaluation 4260
- Use of Committees 4250

ADMINISTRATORS 4310-30

ADVERTISING IN THE SCHOOLS 3272

ADVISORY COUNCILS (BOCES) – CAREER AND TECHNICAL (VOCATIONAL) EDUCATION 8220

AGE OF SCHOOL ENTRANCE 7120

AGES OF ATTENDANCE 7130

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

AIDES -- EMPLOYMENT OF 6320

AIDS -- ACQUIRED IMMUNE DEFICIENCY SYNDROME 5692

AIDS INSTRUCTION IN HEALTH EDUCATION 8211

ALCOHOL AND DRUG TESTING FOR SCHOOL BUS DRIVERS AND OTHER
SAFETY-SENSITIVE EMPLOYEES 5761

ALCOHOL, TOBACCO, DRUGS AND OTHER SUBSTANCES 6150, 7320

ALLEGATIONS OF FRAUD 5571

ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT 5551

ALTERNATIVE FORMAT OF INSTRUCTIONAL MATERIALS 5410

ALTERNATIVE TESTING 7210

ANNUAL DISTRICT ELECTION -- BUSINESS OF 1611

ANNUAL DISTRICT MEETING AND ELECTION/BUDGET VOTE 1610

ANNUAL FINANCIAL STATEMENT -- PUBLICATION OF 5540

ANNUAL ORGANIZATIONAL MEETING -- TIME 1620

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) 6130

ANTHRAX 5684

ANTI-HARASSMENT IN THE SCHOOL DISTRICT (USE "DISCRIMINATION") 3420

APPAREL PURCHASES 5410

APPOINTMENT AND TRAINING OF CSE AND CPSE MEMBERS 7631-32

APPOINTMENT OF SUPPORT STAFF 6310

APPOINTMENTS & DESIGNATIONS OF THE BOE 1330

ASSIGNMENTS AND TRANSFERS OF CERTIFIED PERSONNEL 6210

ASSISTANT PRINCIPALS 4330

ATHLETIC PROGRAM
- Safety 7420
- Student Injuries 7420
- Supervision 7570

ATTENDANCE 7110

ATTENDANCE ENTITLEMENT -- AGE AND RESIDENCY 7130

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

ATTENDANCE -- NON-RESIDENT STUDENTS 7131

ATTENDANCE OF THE BOARD OF EDUCATION 1510

ATTENDANCE RECORDS 7110

AUDIOVISUAL MATERIALS SELECTION 8320

AUDIT COMMITTEES 5580

AUDITOR -- INDEPENDENT 1334

AUDITOR -- INTERNAL CLAIMS 1335

AWARDS AND SCHOLARSHIPS 7430

BAND INSTRUMENTS 7440

BEQUESTS, GRANTS AND GIFTS TO THE SCHOOL DISTRICT -- ACCEPTANCE OF .5230

BIDS AND QUOTATIONS 5410

BIDS AND QUOTATIONS - COMPETITIVE 5410

BIOLOGICAL TERRORISM 5684

BOARD

Appointments and Designations by the Board of Education 1330
Board Member Attendance 1510
Board Member Authority 1120
Board Member Nomination and Election 1220
Board Member Qualifications 1210
Board Member Removal From Office 1240
Board Member Resignation 1240
Board Members - Powers and Duties 1310
Board Officers - Nominations and Election 1320
Board Self-Evaluation.....2340
Committees of the Board 2210
Compensation and Expenses 2330
Defense and Indemnification 6540
Membership in Associations.....2310
New Board Member Orientation 2110
Reporting of Expenditures 1230
Role of the Board in Implementing a Student's Individualized Education Program 7613
School Board Conferences, Conventions and Workshops 2320
School Board Legal Status.....1110
School Board Meetings.....1510-20
School Board Memberships.....2310
Vacancy 1240

BOARD APPOINTMENTS AND DESIGNATIONS 1330

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

BOARD ATTORNEY -- DUTIES OF 1337

BOARD DISTRICT CLERK -- DUTIES OF 1331

BOARD INDEPENDENT AUDITOR -- DUTIES OF 1334

BOARD INTERNAL CLAIMS AUDITOR -- DUTIES OF 1335

BOARD MEETINGS 1510-20

BOARD MEMBER DEFENSE AND INDEMNIFICATION 6540

BOARD MEMBER ORIENTATION 2110

BOARD MEMBER QUALIFICATIONS 1210

BOARD MEMBER REMOVAL FROM OFFICE 1240

BOARD MEMBER RESIGNATION 1240

BOARD MEMBER TERM OF OFFICE 1130

BOARD POLICY EXECUTION: ADMINISTRATIVE REGULATIONS 1420

BOARD POLICY FORMULATION, ADOPTION AND DISSEMINATION 1410

BOARD POLICY REVIEW AND EVALUATION 1410

BOARD PRESIDENT -- DUTIES OF 1321

BOARD TAX COLLECTOR -- DUTIES OF 1333

BOARD TREASURER -- DUTIES OF 1332

BOARD TREASURER OF EXTRA CLASSROOM ACTIVITIES FUND -- DUTIES OF 1336

BOARD VICE PRESIDENT -- DUTIES OF 1322

BOCES ADVISORY COUNCIL -- CAREER AND TECHNICAL (VOCATIONAL) EDUCATION 8220

BOMB THREATS 5683

BONDING OF EMPLOYEES AND SCHOOL BOARD MEMBERS 5310

BOOSTER CLUBS 3260

BORROWING OF FUNDS 5340

BUDGET
- Absentee Ballots 1640
- Administration of the Budget 5140
- Budget Adoption 5130

Budget Hearing 5120
Budget Notice 5120
Budget Planning and Development 5110
Budget Transfers 5330
Budget Vote 1610
Contingency Budget 5150
Dissemination of Budget Information 5120
Property Tax Report Card 5110-20

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

BUS DRIVERS AND OTHER SAFETY-SENSITIVE EMPLOYEES -- DRUG AND ALCOHOL TESTING 5761

BUS DRIVERS QUALIFICATIONS 5760-61

BUS EMERGENCY DRILLS 5683

BUSINESS OPERATIONS, RESPONSIBILITY FOR 5100

CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION 8220

CASH IN SCHOOL BUILDINGS 5530

CENSORSHIP OF SCHOOL SPONSORED STUDENT PUBLICATIONS & ACTIVITIES .7411

CENSUS 7160, 7650

CERTIFICATION 6212

CERTIFIED PERSONNEL 6210

CERTIFIED PERSONNEL -- ASSIGNMENT AND TRANSFER 6210

DIPLOMA and/or CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES 7222

CHARACTER EDUCATION 8242

CHARGING MEALS 5660

CHARITABLE DONATIONS FROM SCHOOL CHILDREN -- SOLICITATION OF 3271

CHILD ABDUCTION (PREVENTION OF) -- INSTRUCTION ON 8211

CHILD ABUSE 7530

CHILD NUTRITION PROGRAM 5660

CHILDREN WITH DISABILITIES 7611

CHILDREN'S INTERNET PROTECTION ACT 8271

CITIZENSHIP, PATRIOTISM AND HUMAN RIGHTS EDUCATION 8241

CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/INTERPERSONAL VIOLENCE PREVENTION EDUCATION 8242

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

CLOSING OF SCHOOL -- EMERGENCY.....3510

COBRA.....6510

CODE OF CONDUCT ON SCHOOL PROPERTY.....3410, 7310

CODE OF ETHICS FOR ALL DISTRICT PERSONNEL.....6110

COLLEGE COURSES -- DUAL CREDIT FOR.....7230

COMMITTEES
- Committee on Preschool Special Education.....7632
- Committee on Special Education.....7631
- Committees of the Board.....2210
- Use of Committees.....4250

COMMUNICABLE DISEASES.....5691

COMMUNITY USE OF SCHOOL FACILITIES.....3280

COMPENSATION AND RELATED BENEFITS.....4420

COMPLAINTS
- Complaints and Grievances by Employees.....6122
- Complaints and Grievances by Students.....7550
- Complaints and Grievances Coordinator.....6122, 7550
- Public Complaints.....3230

COMPREHENSIVE PUBLIC SCHOOL BUILDING SAFETY PROGRAM (RESCUE).....5630

COMPREHENSIVE STUDENT ATTENDANCE POLICY.....7110

COMPUTER FILTERING (INTERNET CONTENT).....8271

COMPUTER TECHNOLOGY.....8270

COMPUTERIZED INFORMATION -- CONFIDENTIALITY OF.....3320

COMPUTERIZED INFORMATION RESOURCES -- USE OF.....6470, 7314

CONDITIONAL APPOINTMENTS.....6170

CONDUCT AND DISCIPLINE (STUDENT).....3410, 6410, 7310, 7313

CONDUCT ON SCHOOL PROPERTY.....3410, 3430,

CONFERENCES, CONVENTIONS AND WORKSHOPS -- ATTENDANCE AT.....2320, 4410, 6160

CONFIDENTIALITY OF COMPUTERIZED INFORMATION.....3320 7310

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

CONSERVATION AND RECYCLING 5650

CONSTRUCTION AND REMODELING OF SCHOOL FACILITIES 5630

CONSULTANTS 6180

CONTESTS FOR STUDENTS 7430

CONTINGENCY BUDGET 5150

CONTINUATION OF MEDICAL INSURANCE COVERAGE AT TERMINATION OF EMPLOYMENT 6510

CONTRACTS FOR GOODS AND SERVICES 5410

CONTROVERSIAL ISSUES 8331

COPYRIGHTED MATERIALS 8350

CORPORAL PUNISHMENT 7350

DIPLOMA and/or CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES 7222

CRISIS RESPONSE (POST INCIDENT RESPONSE) 5681-82

CURRICULUM AREAS IN CONFLICT WITH RELIGIOUS BELIEFS 8330

CURRICULUM DEVELOPMENT 8110

CURRICULUM EVALUATION 8110

CURRICULUM RESOURCES 8110

CUSTODIAL AND NON-CUSTODIAL PARENTS 7130, 7241

DAY-SCHOOL 8410

DECLASSIFICATION OF STUDENTS WITH DISABILITIES 7617

DEDUCTIONS -- PAYROLL 6530

DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS AND EMPLOYEES 6540

DESIGNATIONS BY THE BOARD OF EDUCATION 1330

DESTRUCTION OR LOSS OF DISTRICT PROPERTY OR RESOURCES 7311

DIRECTORY INFORMATION 7242

DISCIPLINE 3410, 6410, 7310, 7313

DISCIPLINE AND CONDUCT -- MAINTAINING 6410

DISCIPLINE OF STUDENTS WITH DISABILITIES 3410, 7313

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

DISCIPLINING OF A TENURED TEACHER 6213.1

DISCRIMINATION 3420, 6120-22, 7550-51, 7620-21, 8130, 8220

DISPOSITION OF RECORDS 5670

DISSEMINATION OF BUDGET INFORMATION 5120

DISTRICT PLAN -- SPECIAL EDUCATION 7610

DISTRICT PROPERTY -- CODE OF CONDUCT ON 3410

DISTRICT PROPERTY -- LOSS OR DESTRUCTION OF 7311

DRESS CODE -- STUDENT 7312

DRIVER EDUCATION 8240

DRUGS
- Alcohol, Tobacco, Drugs and Other Substances 6150, 7320
- Drug and Alcohol Testing for School Bus Drivers and Other Safety-Sensitive Employees 5761
- Drug-Free Workplace 6151

DUAL CREDIT FOR COLLEGE COURSES 7230

DUTIES OF THE INDEPENDENT AUDITOR 1334

EARLY GRADUATION 7221

EDUCATIONAL SERVICES FOR STUDENTS WHO BECOME PREGNANT 7150

ELECTION OF BOARD OFFICERS 1320

ELECTIONEERING 1220

ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES 7410

EMANCIPATED MINORS 7130

EMERGENCY CLOSINGS 3510

EMERGENCY CONDITIONAL APPOINTMENTS 6170

EMERGENCY PLANNING 5681

EMERGENCY TREATMENT -- STUDENTS 7520

EMPLOYEE ACTIVITIES 5560, 6430

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

EMPLOYEE ASSISTANCE PROGRAM 6560

EMPLOYEE PERSONNEL RECORDS.....6420

EMPLOYEE PROTECTION 6540

EMPLOYMENT
- Employment of Aides 6320
- Employment of Relatives of Board of Education Members.....6215

ENERGY AND WATER CONSERVATION 5650

ENGLISH LANGUAGE LEARNERS.....8280

ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY 7130

ENVIRONMENTAL CONSERVATION INSTRUCTION 8211

EQUAL ACCESS ACT.....7410

EQUAL EDUCATIONAL OPPORTUNITIES 8130

EQUAL EMPLOYMENT OPPORTUNITY 6120

EQUIPMENT AND MATERIALS (SCHOOL-OWNED) -- USE OF.....3281

ETHICS
- Code of Ethics for District Personnel 6110

EVALUATION
- Evaluation of Administrative Staff.....4260
- Evaluation of Curriculum 8110
- Evaluation of Instructional Program.....8250
- Evaluation of Personnel 6130
- Evaluation of the Superintendent.....4260
- Self-Evaluation -- Board of Education 2340
- Student Evaluation, Promotion and Placement.....7210

EXAMS -- HEALTH.....6140, 7512

EXCUSES FOR STUDENT ABSENCES 7110

EXECUTIVE SESSIONS -- BOARD MEETINGS.....1730

EXPENDITURES OF SCHOOL DISTRICT FUNDS.....5320

EXPOSURE CONTROL PROGRAM 5690

EXTRA-CLASSROOM ACTIVITIES FUNDS 5520

EXTRACURRICULAR ACTIVITIES 7410

EXTRACURRICULAR ACTIVITIES, ACADEMIC ELIGIBILITY.....7412

EYE SAFETY/STUDENT USE OF HAND-HELD LASER POINTERS 8210

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

FACILITIES
Community Use of School Facilities 3280
Comprehensive Public School Building Safety Program (RESCUE) 5630
Construction and Remodeling 5630
Inspection, Operation and Maintenance 5630
School Facility Report Cards 5630
Structural Safety Inspections 5630

FALSE REPORTING OF AN INCIDENT AND/OR PLACING A FALSE BOMB 7311

FAMILY AND MEDICAL LEAVE ACT 6551

FEDERAL FUNDS -- USE OF FOR POLITICAL EXPENDITURES 5560

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT) 7240

FIELD TRIPS
Field Trips 8460
Parental Permission for Field Trips 8460

FILTERING (INTERNET CONTENT) 8271

FINANCIAL ACCOUNTABILITY 5570

FINGERPRINTING 6170

FIRE AND ARSON PREVENTION INSTRUCTION 8211

FIRE DRILLS 5683

FIREARMS IN SCHOOL 3411, 7360-61

FISCAL EFFORT -- MAINTENANCE OF (TITLE I PROGRAMS) 5550

FIXED ASSETS 5621

FLAG DISPLAY 3140

FOIL (FREEDOM OF INFORMATION LAW) 3310

FOOD SERVICE PROGRAM 5660

FREE AND REDUCED LUNCH PROGRAM 5660

FUNDRAISING 3271, 3273 7450

FUNDRAISING BY STUDENTS 3271, 7450

FUNDS
Accounting of Funds 5510
Borrowing of Funds 5340

Expenditures of School District Funds 5320
Extra classroom Activities Fund.....5520
GASB 34.....5621
Petty Cash Funds 5530
School Activities Funds.....5520
Use of Federal Funds For Political Expenditures 5560

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

GIFTED AND/OR TALENTED STUDENTS.....8240

GIFTS 5230, 6110

GOODS AND SERVICES -- PROCUREMENT OF.....5410

GRADUATION
Early Graduation.....7221
Graduation Requirements 7220
Diploma and/or Credential Options for Students with Disabilities 7222

GRANTS, GIFTS AND BEQUESTS TO THE SCHOOL DISTRICT -- ACCEPTANCE OF .5230

GRIEVANCES (USE "COMPLAINTS") 3230, 6122, 7550

GROUPING BY SIMILARITY OF NEEDS -- CHILDREN WITH DISABILITIES 7612

GUARDIANS AD LITEM -- USE OF AT IMPARTIAL HEARINGS 7670

GUIDANCE PROGRAM.....8230

GUN-FREE SCHOOLS.....7361

HANDLING OF TOXIC SUBSTANCES BY EMPLOYEES 5631

HARASSMENT IN THE SCHOOL DISTRICT 3420, 6121, 7551

HARASSMENT -- SEXUAL.....6121, 7551

HAZARD COMMUNICATION STANDARD 5680

HAZARDOUS WASTE MATERIALS -- STORAGE AND DISPOSAL 5631

HEAD LICE.....7521

HEALTH EXAMINATIONS.....6140, 7512

HEALTH INSURANCE.....6510

HEALTH RECORDS 7514

HEALTH SERVICES (STUDENT).....7511-14

HIGH SCHOOL GRADUATION REQUIREMENTS 7220

HIV-RELATED ILLNESSES 5692

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

HOME INSTRUCTION (HOME SCHOOLING).....8470

HOME TUTORING (TEMPORARY INSTRUCTION) 8450

HOMELESS CHILDREN 7130

HOMEWORK.....8440

HUMAN IMMUNODEFICIENCY VIRUS (HIV).....5692

HUMAN RIGHTS, PATRIOTISM AND CITIZENSHIP EDUCATION.....8241

IDENTIFICATION -- CHILDREN WITH DISABILITIES.....7650

IMMUNIZATION OF STUDENTS 7511

IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS 7670

INCIDENTAL TEACHING.....6212.1

INDEMNIFICATION.....6540

INDEPENDENT EDUCATIONAL EVALUATIONS.....7680

INDEPENDENT STUDY 8430

INDIVIDUALIZED EDUCATION PROGRAM.....7640

INDIVIDUALIZED EDUCATION PROGRAM -- ROLE OF BOE IN IMPLEMENTING 7613

INHALERS -- USE OF IN SCHOOLS 7513

INSPECTIONS OF FACILITIES.....5630

INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS 8280

INSTRUCTION FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY 8280

INSTRUCTIONAL MATERIALS
- Alternative Format.....5410
- Instructional Materials 8310
- Objection to Instructional Materials 8330
- Purposes of Instructional Materials 8310
- Selection of Library and Audiovisual Materials.....8320

INSTRUCTIONAL PROGRAMS
- AIDS Instruction.....8211
- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education 8242
- Driver Education 8240
- Emergency Planning.....8211
- Environmental Conservation 8211

Evaluation of Instructional Programs 8250
Gifted and Talented Students.....8240
Guidance Program 8230
Patriotism, Citizenship and Human Rights Education.....8241
Physical Education.....8240
Prevention of Child Abduction.....8211
Student Safety.....8211
Substance Abuse/Prevention Instruction 8211

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

INSTRUCTIONAL TECHNOLOGY 8270

INSTRUMENTS.....7440

INSURANCE.....5610, 6510, 6540, 7520

INTERNAL AUDIT FUNCTION.....5590

INTERNET.....6470, 7314 8271

INTERPERSONAL VIOLENCE PREVENTION EDUCATION.....8242

INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED.....7211

INTERROGATIONS AND SEARCHES 7330

INTERSCHOLASTIC ATHLETICS 7420

INTRAMURAL ATHLETICS 7420

INVENTORIES 5620-21

INVESTMENTS.....5220

INVOLUNTARY TRANSFER OF STUDENTS 7140

JOB DESCRIPTIONS 6120

JURY DUTY 6460

LASER POINTERS/EYE SAFETY.....8210

LAW ENFORCEMENT OFFICIALS.....7330

LEAST RESTRICTIVE ENVIRONMENT -- CHILDREN WITH DISABILITIES 7611, 7615

LEAVES OF ABSENCE.....6550-51

LEGAL QUALIFICATIONS OF VOTERS AT SCHOOL DISTRICT MEETINGS.....1630

LIBRARY MATERIALS 8320

LIMITED ENGLISH PROFICIENCY -- INSTRUCTION FOR STUDENTS 8280

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

LIMITED OPEN FORUM 7410

LINE RESPONSIBILITY OF ADMINISTRATORS 4211

DIPLOMA and/or CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES 7222

LOCKERS 7315

LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES 7311

LUNCH PROGRAM -- FREE/REDUCED 5660

MAIL HANDLING 5684

MAINTAINING DISCIPLINE AND CONDUCT 6410

MAINTENANCE OF FISCAL EFFORT (TITLE I PROGRAMS) 5550

MAINTENANCE OF ORDER ON SCHOOL PROPERTY 3410

MARRIED STUDENTS.....7150

MATERIALS AND EQUIPMENT (SCHOOL-OWNED) -- USE OF.....3281

MATRICULATION POLICY.....7230

MEDIA 3110

MEDIATION -- SPECIAL EDUCATION.....7690

MEDICAL EMERGENCIES AND ACCIDENTS 7520

MEDICATIONS.....7513

MEETINGS
- Agenda Format 1511
- Annual District Meeting and Election/Budget Vote.....1610
- Annual Organization Meeting 1620
- Business of the Annual District Election.....1611
- Committee Meetings of the Board.....2210
- Executive Sessions of the Board.....1730
- Minutes of Board Meetings 1720
- Notification of Regular Board Meetings 1510
- Public Sessions 1510
- Regular Board Meetings 1510
- Special Board Meetings.....1520

MEGAN'S LAW.....7560

MILITARY LEAVE.....6550

MINUTES OF BOARD MEETINGS 1720

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

MUNICIPAL AGENCIES -- RELATIONS WITH 3120

MUSICAL INSTRUMENTS.....7440

NEGOTIATIONS 6440

NON-RESIDENT STUDENTS.....7131, 7132

NOTIFICATION OF SEX OFFENDERS.....7560

OBJECTION TO INSTRUCTIONAL MATERIALS 8330

OCCUPATIONAL (CAREER AND TECHNICAL) EDUCATION 8220

OPENING EXERCISES.....8420

OPERATION AND MAINTENANCE OF FACILITIES 5630

ORGANIZATIONAL CHART 4212

ORIENTING NEW BOARD MEMBERS 2110

PARENT INVOLVEMENT.....7660, 8260

PARENT INVOLVEMENT -- CHILDREN WITH DISABILITIES 7660

PARENT-TEACHER ORGANIZATION.....3250

PARENTAL INVOLVEMENT -- TITLE I PROGRAMS AND PROJECTS.....8260

PARENTAL PERMISSION FOR FIELD TRIPS 8460

PARENTS ORGANIZATIONS 3250

PATRIOTISM, CITIZENSHIP AND HUMAN RIGHTS EDUCATION.....8241

PAYROLL DEDUCTIONS.....6530

PEDICULOSIS (HEAD LICE) 7521

PERSONNEL
- Certified Personnel 6210
- Code of Ethics.....6110
- Evaluation of Personnel 6130
- Recruitment.....6211
- Release of Personnel Information.....6420
- Safety of Personnel 5680
- Staff -- Separation.....6214
- Support Staff -- Appointment 6310
- Teacher Aides -- Employment of.....6320
- Temporary Personnel.....6220

PETTY CASH FUNDS 5530

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

PHYSICAL EDUCATION CLASS 8240

PHYSICAL EXAMINATIONS OF STUDENTS 7512

PLEDGE OF ALLEGIANCE 8420

POLICIES
Execution of Policy: Administrative Regulations 1420
Formulation, Adoption and Dissemination of Policy 1410
Policy Review and Evaluation 1410

POLITICAL
Staff Participation in Political Activities 6430
Use of Federal Funds For Political Expenditures 5560

POSITIONS
Abolishing a Position 4220

PREGNANT STUDENTS 7150

PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION (PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) 7616

PRESCHOOL SPECIAL EDUCATION 7614

PRESCRIPTIVE MEDICATION 7513

PREVENTION INSTRUCTION 8211

PREVENTION OF CHILD ABDUCTION -- INSTRUCTION ON 8211

PRINCIPALS -- BUILDING 4330

PROBATION
Certificated Staff Probation and Tenure 6213

PROCUREMENT OF GOODS AND SERVICES 5410

PROFESSIONAL DEVELOPMENT OPPORTUNITIES 4410, 6160

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS 6210

PROFESSIONAL STAFF CERTIFICATION 6212

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES 4410, 6160

PROFESSIONAL STAFF PROBATION AND TENURE 6213

PROFESSIONAL STAFF RECRUITING 6211

PROFESSIONAL STAFF SEPARATION 6214

PROGRAM ACCESSIBILITY -- CHILDREN WITH DISABILITIES 7621

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

PROGRAMS AND PROJECTS FUNDED BY TITLE I....8260

PROJECT SAVE....3410, 3430, 5681, 6170, 7313, 7530, 8242

PROPERTY TAX REPORT CARD....5110-20

PROPOSITIONS....1650

PUBLIC
- Access to Records....3310
- Public Complaints....3230

PUBLIC ORDER....3410

PUBLICATION OF DISTRICT'S FINANCIAL STATEMENT....5540

PUBLICATIONS -- STUDENT....7411

PUPIL PROOF OF AGE....7120

PURCHASING....5410

QUALIFICATIONS OF BUS DRIVERS....5760-61

RECORDS
- Confidentiality of Computerized Information....3320
- Health Records....7514
- Personnel Records and Release of Information....6420
- Public Access to Records....3310
- Records Management....5670
- Release of Information to the Noncustodial Parent....7240-41
- Retention and Disposition of Records....5670
- Student Records: Access and Challenge....7240

RAMBLING REPORTER....3111

RECRUITING
- Certified Staff Recruiting....6211

RECYCLING....5650

REGISTER OF CHILDREN WITH DISABILITIES....7650

RELATIVES OF THE BOARD OF EDUCATION....6215

RELEASE OF INFORMATION TO THE NONCUSTODIAL PARENT....7240-41

RELEASE OF PERSONNEL INFORMATION....6420

RELEASED TIME OF STUDENTS....7111

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

RELIGIOUS BELIEFS -- CONFLICT 8330

RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS 8360

REMODELING AND CONSTRUCTION OF SCHOOL FACILITIES 5630

REPORTING TO PARENTS 7210

REQUEST FOR PART 100 VARIANCE OR PART 200 INNOVATIVE PROGRAM
WAIVER FROM COMMISSIONER'S REGULATIONS 8120

REQUIREMENTS FOR NEW BUS DRIVERS 5760

RESCUE (COMPREHENSIVE PUBLIC SCHOOL BUILDING SAFETY PROGRAM).....5630

RESIDENCY (STUDENT) 7130

RESIGNATIONS -- STAFF 6214

RESTRICTION OF SWEETS IN SCHOOL 5660

RETENTION OF RECORDS 5670

REVENUES
- Revenues 5210
- Revenues from District Investments 5220
- Revenues from Sale of School Property 5250
- School Tax Assessment and Collection 5240

"RIGHT-TO-KNOW" LAW 5680

SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION ACT .....3410, 3430, 5681, ...6170, 7313, 7530, ...8242

SAFETY
- Anthrax and Biological Terrorism 5684
- Athletic Program Safety 7420
- Code of Conduct on School Property 3410
- Internet Content Filtering/Safety Policy 8271
- Safety and Security 5680-86
- Safety Conditions and Programs 8210
- Safety of Students (Conditional Appointments/Emergency Conditional Appointments) ..6170
- School Bus Safety Program 5750
- School Safety Plans 5681
- Structural Safety Inspections 5630
- Student Safety 5680, 6170, 8210
- Uniform Violent Incident Reporting System 3430

SAFETY-SENSITIVE EMPLOYEES -- DRUG AND ALCOHOL TESTING 5761

SALE AND DISPOSAL OF SCHOOL DISTRICT PROPERTY 5250

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

SCHEDULES
School Bus Scheduling and Routing 5720

SCHOLARSHIPS AND AWARDS 7430

SCHOOL ATTORNEY 1337

SCHOOL BOARD ELECTIONS 1250

SCHOOL BOARD LEGAL STATUS 1110

SCHOOL BUS PROGRAM 5710

SCHOOL BUS SAFETY PROGRAM 5750

SCHOOL BUS SCHEDULING AND ROUTING 5720

SCHOOL CALENDAR 8410

SCHOOL CENSUS 7160, 7650

SCHOOL CLOSINGS -- EMERGENCY 3510

SCHOOL - COMMUNITY RELATIONS WITH THE MUNICIPAL AGENCIES 3120

SCHOOL CONDUCT AND DISCIPLINE 3410, 7310

SCHOOL DAY 8410

SCHOOL DISTRICT LEGAL STATUS 1110

SCHOOL DISTRICT REPORT CARD 5110

SCHOOL FOOD SERVICE PROGRAM -- LUNCH AND BREAKFAST 5660

SCHOOL PHYSICIAN 1338

SCHOOL RINGS 7460

SCHOOL SAFETY PLANS 5681

SCHOOL SPONSORED MEDIA 3110

SCHOOL TAX ASSESSMENT AND COLLECTION 5240

SCHOOL TRIPS 8460

SCHOOL VOLUNTEERS 3150

SCREENING OF NEW SCHOOL ENTRANTS 7121

SEARCHES AND INTERROGATIONS OF STUDENTS 7330

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

SECRET SOCIETIES, FRATERNITIES AND SORORITIES 7410

SECTION 504 OF THE REHABILITATION ACT OF 1973 7621

SECURITY/SAFETY 5680-81

SELECTION/CLASSIFICATION PROCESS 7420

SELECTION OF LIBRARY AND AUDIOVISUAL MATERIALS 8320

SENIOR CITIZENS 3130, 5241

SENIOR HONORS 7223

SEX OFFENDERS -- NOTIFICATION OF 7560

SEXUAL HARASSMENT 6121, 7551

SIGN INTERPRETATION FOR PARENTS WHO ARE HEARING IMPAIRED 7211

SILENT RESIGNATIONS 7530

SOLICITATIONS
- Advertising in the Schools 3272
- Solicitation of Charitable Donations From School Children 3271
- Solicitations by Staff Personnel 6430
- Soliciting Funds From School Personnel 3273

SORORITIES 7410

SMOKING/TOBACCO USE 3280, 5640, 6560, 7320, 8211

SPECIAL EDUCATION MEDIATION 7690

SPECIAL EDUCATION PROGRAMS AND SERVICES
- Alternative Testing Procedures 7210
- Appointment and Training of CSE and CPSE Members 7631-32
- Children with Disabilities 7611
- Conduct and Discipline 7310, 7313
- Diploma and/or Credential Options for Students with Disabilities 7222
- Declassification of Students with Disabilities 7617
- District Plan 7610
- Grouping by Similarity of Needs 7612
- Impartial Hearings/Selection of Impartial Hearing Officers 7670
- Independent Educational Evaluations 7680
- Least Restrictive Environment 7611, 7615
- Mediation 7690
- Parent Involvement 7660
- Pre-referral Intervention Strategies in General Education (Prior to a Referral for Special Education) 7616
- Preschool Special Education Program 7614
- Program Accessibility 7621
- Register of Children with Disabilities 7650
- Role of the Board In Implementing a Student's Individualized Education Program 7613

Section 504 of the Rehabilitation Act of 1973 7621
Student Identification.....7650
Student Individualized Education Program 7640
Students with Disabilities Participating in School District Programs 7620
Surrogate Parents 7660
Suspension 7313
Transition Services 7641
Transportation of Students with Disabilities 5730
Twelve Month Special Services and/or Programs.....7642
Use of Guardians Ad Litem at Impartial Hearings 7670
Use of Recording Equipment at IEP Meetings 7640

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

SPORTS AND THE ATHLETIC PROGRAM 7420

STAFF DEVELOPMENT 6160

STAFF HEALTH EXAMINATIONS.....6140

STAFF HEALTH INSURANCE.....6510

STAFF PARTICIPATION IN POLITICAL ACTIVITIES 6430

STAFF PROTECTION.....6540

STAFF SAFETY 5680-81

STAFF -- SEPARATION 6214

STRUCTURAL SAFETY INSPECTIONS.....5630

STUDENT ATHLETIC INJURIES 7420

STUDENT ATTENDANCE 7110

STUDENT AWARDS AND SCHOLARSHIPS.....7430

STUDENT CONTESTS 7430

STUDENT DIRECTORY INFORMATION 7242

STUDENT DISCIPLINE.....3410, 6410, 7310, 7313

STUDENT DRESS CODE 7312

STUDENT EVALUATION, Promotion and Placement 7210

STUDENT HEALTH SERVICES 7511-14

STUDENT IDENTIFICATION -- CHILDREN WITH DISABILITIES 7650

STUDENT IMMUNIZATION.....7511

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

STUDENT PARTICIPATION 3240

STUDENT PHYSICALS 7512

STUDENT RECORDS -- ACCESS AND CHALLENGE 7240

STUDENT RELEASE TIME 7111

STUDENT RESIDENCY 7130

STUDENT SAFETY 5680-81, 8210, 8271

STUDENT SUSPENSION 7313

STUDENT TEACHERS 6220

STUDENT VEHICLES ON SCHOOL PROPERTY 3290

STUDENTS -- NON-RESIDENT 7131

STUDENTS WITH DISABILITIES PARTICIPATING IN SCHOOL DISTRICT PROGRAMS 7620

STUDENTS WITH LIMITED ENGLISH PROFICIENCY 8280

SUBJECT COORDINATORS 4330

SUBMISSION OF QUESTIONS AND PROPOSITIONS AT ANNUAL ELECTIONS/ SPECIAL DISTRICT MEETINGS 1650

SUBSTANCE ABUSE -- PREVENTION CURRICULUM 8211

SUBSTITUTE TEACHERS 6220

SUICIDE 7540

SUPERINTENDENT
- Board-Superintendent Relationship 4320
- Evaluation of the Superintendent 4260
- Superintendent 4310

SUPERVISION OF STUDENTS 5730, 7570

SUPPORT STAFF APPOINTMENT 6310

SURROGATE PARENTS -- CHILDREN WITH DISABILITIES 7660

SUSPENSION
- Student Suspension -- In-School 7313
- Suspension from BOCES Activities 7313
- Suspension from BOCES Classes 7313
- Suspension of Students with Disabilities 7313

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

SWEETS IN SCHOOL 5660

TAX ASSESSMENT AND COLLECTION 5240

TAX COLLECTOR -- DUTIES OF 1333

TAX EXEMPTION FOR SENIOR CITIZENS 5241

TEACHER AIDES 6320

TECHNICAL AND CAREER (OCCUPATIONAL) EDUCATION 8220

TELECOMMUTING AND REMOTE WORK 6570

TEMPORARY PERSONNEL 6220

TERMINATION -- DUE PROCESS 6214

TEXTBOOKS 8340

TEXTBOOKS FOR RESIDENT STUDENTS ATTENDING PRIVATE SCHOOLS 8340

THEFT OF SERVICES OR PROPERTY 6450

THREATS OF VIOLENCE IN SCHOOL 3412

TITLE I PROGRAMS AND PROJECTS 8260

TITLE I PROGRAMS -- MAINTENANCE OF FISCAL EFFORT 5550

TITLE VII -- EQUAL EMPLOYMENT OPPORTUNITY 6120

TITLE VIII -- SEXUAL HARASSMENT (PERSONNEL) 6121

TITLE IX/SECTION 504/ADA COMPLAINTS 6122, 7550, 8220

TITLE IX -- SEXUAL HARASSMENT (STUDENTS) 7551

TOBACCO USE/SMOKING 3280, 5640, 6560, 7320, 8211

TOXIC SUBSTANCES -- HANDLING OF 5631

TRANSFER OF STUDENTS (INVOLUNTARY) 7140

TRANSITION SERVICES 7641

TRANSPORTATION
- Safety Program 5750
- Scheduling and Routing 5720
- School Buses Stopped on School Property 5750
- Supervision of Students 5730
- Transportation Program 5710

Transportation of Non-Resident Students....5730
Transportation of Students....5730
Transportation of Students with Disabilities....5730
Transportation to School Sponsored Events....5730
Transporting an Ill or Injured Student....7520
Allowable Use of Buses....5740

SOUTHERN CAYUGA CENTRAL SCHOOL DISTRICT POLICY INDEX (*continued*)

TRUANCY....7110

TWELVE MONTH SPECIAL SERVICES AND/OR PROGRAMS....7642

UNIFORM VIOLENT INCIDENT REPORTING SYSTEM....3430

UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS....3411, 7360, 7361

USE OF COMMITTEES....4250

USE OF COPYRIGHTED MATERIALS....8350

USE OF RECORDING EQUIPMENT AT IEP MEETINGS....7640

USE OF SCHOOL FACILITIES....3280

USE OF SCHOOL-OWNED MATERIALS AND EQUIPMENT....3281

VACANCY ON THE SCHOOL BOARD....1240

VANDALISM....7311

VARIANCE OR WAIVER FROM COMMISSIONER'S REGULATIONS -- REQUEST FOR 8120

VEHICLES ON DISTRICT PROPERTY....3290

VIOLENCE (THREATS OF) IN SCHOOL....3412

VISITORS TO THE SCHOOL....3210

VOCATIONAL (CAREER AND TECHNICAL) EDUCATION....8220

VOLUNTEERS -- SCHOOL....3150

VOTERS -- LEGAL QUALIFICATIONS OF (AT SCHOOL DISTRICT MEETINGS)....1630

WAIVER OR VARIANCE FROM COMMISSIONER'S REGULATIONS - REQUEST FOR 8120

WEAPONS IN SCHOOL....3411, 7360-61

WORKBOOKS....8340

WORKERS' COMPENSATION....6520