

Shelter Island School Board of Education
Monday, December 9, 2024
Regular Meeting at 6:00 pm
Conference Room

Kathleen M. Lynch, President * Katherine Rossi-Snook, Vice President

Margaret Colligan Dawn Hedberg Tracy McCarthy Karina Montalvo Anthony J. Rando

1. Call to Order

2. Pledge of Allegiance

3. Shelter Island School Mission Statement – Engage, Explore, Empower

The following statement will be read:

We want our students to cherish our small Island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be: ethical and moral individuals; respectful and responsible communicators; creative and analytical thinkers; knowledgeable and literate readers, writers, mathematicians and scientists; participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities; skilled and successful workers and consumers; and committed and active citizens.

4. Visitor Questions (Specific to the agenda)

5. Consent Agenda – The Board President may seek a motion to approve and/or accept the following agenda items:

5.1 Approval of Minutes

- a. Regular Meeting of November 12, 2024

6. Correspondence - None

7. Student Liaison Report

8. Presentations –

8.1 Presentation Not Requiring Board Approval

- a. November 2024 Employee of the Month – Mrs. Lindsay Rando

9. Personnel - The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Personnel Actions: 9.1 - 9.6

9.1 Extra Teaching Periods

- a. Approve Maggie Manarel to teach ten (10) extra periods on a bi-weekly basis from November 18, 2024 through December 20, 2024, at a rate of \$1,713.82.
- b. Approve Janine Mahoney to teach ten (10) extra periods on a bi-weekly basis from November 18, 2024 through December 20, 2024, at a rate of \$2,655.79
- c. Approve Jennifer Gulluscio to teach five (5) extra periods on a bi-weekly basis from November 18, 2024 through December 20, 2024, at a rate of \$1,293.74
- d. Approve Debra Sears to teach five (5) extra periods on a bi-weekly basis from November 18, 2024 through December 20, 2024, at a rate of \$1,064.66

9.2 Amend Motion

- a. Amend the motion of October 15, 2024 from:

Home Instruction

- a. Approve Janine Mahoney for Secondary Level Home Instruction for 1.5 hours per day, 7.5 hours per week, at a rate of \$75.10 per hour, not to exceed **45 hours**.
- b. Approve James Theinert for Secondary Level Home Instruction for 1.5 hours per day, 7.5 hours per week, at a rate of \$75.10 per hour, not to exceed **45 hours**.

to:

Home Instruction

- a. Approve Janine Mahoney for Secondary Level Home Instruction for 1.5 hours per day, 7.5 hours per week, at a rate of \$75.10 per hour, not to exceed **82.5 hours**.
- b. Approve James Theinert for Secondary Level Home Instruction for 1.5 hours per day, 7.5 hours per week, at a rate of \$75.10 per hour, not to exceed **82.5 hours**.

- 9.3 New York State Minimum Wage Increase
 - a. Increase the minimum wage rate of pay from \$16.00/hour to \$16.50/hour, effective January 1, 2025, pursuant to the modifications set forth in the FY 2024 New York State Budget Bill, modified Labor Law Section 652, which sets forth the minimum wage for employees in New York State.
- 9.4 Additional Substitute Teacher for the 2024-2025 School Year at \$125 per day
 - a. Mary Theinert
- 9.5 Substitute Nurse for the 2024-2025 School Year at \$125 per day
 - a. Stacey Kehl, effective December 5, 2024
- 9.6 Permanent Substitute Aides for the 2024-2025 School Year
 - a. Appoint Jacqueline Selzer Clark, as Permanent Substitute Aide, for five (5) days a week, at a rate of \$125 per day, and grant five (5) sick days, effective retroactively to November 22, 2024 through June 27, 2025.
 - b. Appoint Cecilia Surerus, as Permanent Substitute Aide, for three (3) days a week, at a rate of \$125 per day, and grant three (3) sick days, effective retroactively to November 25, 2024 through June 27, 2025.

10. Program - The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Program Action: 10.1 – 10.3

- 10.1 CSE Recommendations for the 2024-2025 School Year
 - a. Committee on Special Education
- 10.2 Second Reading & Possible Adoption of Policies
 - a. Policy #5411 – Procurement of Goods and Services
 - b. Policy #5681 – School Safety Plans
 - c. Policy #5683 – Evacuation, Lockdown, and Emergency Dismissal Drills
 - d. Policy #5840 – Artificial Intelligence (AI)
 - e. Policy #7220 – Graduation Requirements
- 10.3 First Reading of Policy
 - a. Policy #1330 – Appointments and Designations by the Board
 - b. Policy #1510 – Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)
 - c. Policy #1611 – Business of the Annual District Election
 - d. Policy #1620 – Annual Organizational Meeting
 - e. Policy #1640 – Absentee, Military, and Early Mail Ballots
 - f. Policy #2110 – Orienting and Training Board Members
 - g. Policy #3110 – Media/Municipal Governments/Senior Citizens
 - h. Policy #3210 – Visitors to the School
 - i. Policy #3271 – Solicitation of Charitable Donations
 - j. Policy #3310 – Public Access to Records
 - k. Policy #5661 - Wellness
 - l. Policy #7110 – Comprehensive Student Attendance Policy

11. Finance – The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Finance Actions: 11.1 – 11.3

- 11.1 Financial Reports
 - a. Treasurer's Report – October 2024
 - b. Extra Class Report – October 2024
 - c. Appropriations Status Report
 - d. Revenue Status Report
 - e. Claims Audit Report – October 2024
 - f. Payroll Audit Report – October 2024

11.2 Budget Transfers and Journal Entries

- a. Accept and approve the Budget Transfers and Journal Entry Reports for the period of November 6, 2024 through December 2, 2024, that in accordance with Board Policy, the Superintendent has approved, as well as the transfers that need specific Board approval.

11.3 Donation & Budgetary Increase

- a. Authorize the Shelter Island School District to accept a donation of \$1,000.00 from New York Schools Insurance Reciprocal (NYSIR); and authorize an increase to the budget line of Guidance Contractual Services, A2810.400.00.0000.

12. Business – The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Business Actions: 12.1 - 12.2

12.1 Posting of Budget Meetings on Channel 22

- a. Approval to post the following budget-related presentations/meetings on Channel 22 at a total cost of \$50 each; for a total of \$300.

January 13, 2025	February 25, 2025	April 7, 2025
February 10, 2025	March 10, 2025	May 12, 2025

12.2 Contracts

- a. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Comprehensive Therapy Services of Sag Harbor, NY, for student services, for the period of July 1, 2024 through June 30, 2025; and authorize the Board President to execute said agreement.
- b. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Elegant Limousine of Medford, NY, for transportation to the Broadway Field Trip, on March, 12, 2025, at a cost of \$2,680.00; and authorize the Board President to execute said agreement.

13. Facility – The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Facility Action: 13.1

13.1 Excess Broken Equipment (no longer under warranty, repair costs exceed replacement costs)

- a. 2015 Windows 10 Laptop - Shelter Island Serial #20190031
b. 2017 Windows 10 Laptop – Shelter Island Serial #20190087

14. Items for Consideration - None

15. Old Business - None

16. Director of Athletics, Physical Education, Health, Wellness & Personnel Report

17. Assistant Superintendent Report

18. Superintendent Report

19. Board Member Reports

20. Visitor Comments

21. Adjournment

SUBJECT: PROCUREMENT OF GOODS AND SERVICES**Purchasing Authority**

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. The Purchasing Agent is authorized to enter into cooperative bidding and cooperative purchasing arrangements to meet the various needs of the District. No contracts for goods and services will be made by individuals or organizations in the school that involve expenditures without first securing approval for the contract from the Purchasing Agent.

Except as authorized by law, no Board member or employee of the District will have an interest in any contract entered into by the District.

Purchasing Process

The Board 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 will be procured in a manner so as to:

- a) Assure the prudent and economical use of public moneys in the best interests of the taxpayer;
- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud, and corruption.

These procedures will 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, provide that alternative proposals or quotations for goods and services will 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;

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SUBJECT: PROCUREMENT OF GOODS AND SERVICES (Cont'd.)

- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and
- g) Identify the individual or individuals responsible for purchasing and their respective titles. This information will be updated biennially.

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

The District will develop administrative regulations to establish procedures for the procurement of goods and services.

Professional Services

Professional services are generally those services that require specialized skills, training, professional judgment, expertise, and creativity. Examples include attorneys, architects, and engineers. The procurement of professional services falls within an exception to competitive bidding. In order to procure professional services, the District will use the request for proposals (RFP) process as set forth in General Municipal Law in order to protect the District's interests and to avoid the appearance of favoritism or impropriety. Although not necessarily bound to select the lowest bidder in response to its RFP, the District will adequately document its selection process to demonstrate its economical and prudent use of public monies and to ensure fair competition.

Education Law §§ 1604, 1709, 1950, 2503, 2554, and 3602
General Municipal Law Articles 5-A and 18
General Municipal Law § 119-o

NOTE: Refer also to Policies #5410 -- Purchasing: Competitive Bidding and Offering
#5412 -- Alternative Formats for Instructional Materials

Adoption Date: 12/13/10
Revised Date:

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and personnel 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(s) will be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other 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 and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

The Board will make the District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The District-wide school safety plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-level emergency response plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. Building-level emergency response plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

The District will provide written information to all students and personnel about emergency procedures by October 1 of each school year.

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, and the provision of remote instruction during an emergency school closure, 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 school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. The District-wide school safety team will consider, as part of their review of the comprehensive District-wide school safety plan, the installation of a panic alarm system.

The District-wide school safety plan will include, but not be limited to:

- a) Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

- b) Policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence;
- c) Appropriate prevention and intervention strategies, which may include:
 - 1. Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
 - 2. Nonviolent conflict resolution training programs;
 - 3. Peer mediation programs and youth courts;
 - 4. Extended day and other school safety programs; and
 - 5. If the District has a multi-disciplinary behavioral assessment team, behavioral assessment team, or a county or regional threat assessment team, the establishment and/or participation of District personnel in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or District-level behavioral assessment team or, if available, a county or regional threat assessment team. When these teams are utilized, the District will:
 - (a) Describe the school, District, or county team and its purpose in the District-wide school safety plan; and
 - (b) Include information regarding the purpose and procedures of these teams in the District's annual personnel training on safety and emergency procedures.
- d) Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- e) A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- f) Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Executive Law Article 2-B, State and Local Natural and Man-Made Disaster Preparedness;
- g) The identification of District resources which may be available for use during an emergency;

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

- h) A description of procedures to coordinate the use of District resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the personnel members assigned to provide assistance during emergencies;
- i) Policies and procedures for contacting parents, guardians, or persons in parental relation to District students in the event of a violent incident or an early dismissal or emergency school closure;
- j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual District student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;
- k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;
- l) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents or other persons in parental relation to students of the District or Board, students, and other persons deemed appropriate to receive the information;
- m) Policies and procedures for annual multi-hazard school safety training for personnel and students, provided that the District must certify to the Commissioner that all personnel have undergone annual training by September 15 on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that 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;
- n) Procedures for the review and conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At its discretion, the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. These procedures must ensure that:
 - 1. Drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner and will not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency;
 - 2. When drills are conducted, students and personnel will be informed that the activities are a drill. Students and personnel will not be informed in advance of evacuation drills;

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

3. When utilized as a training resource, tabletop exercises may include a discussion-based activity for personnel in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation;
 4. If the District opts to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency, the District will not conduct these exercises on a regular school day or when school activities such as athletics are occurring on District grounds. These exercises will not include students unless written consent from parents or persons in parental relation has been obtained;
- o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;
 - p) Strategies for improving communication among students, between students and personnel, and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
 - q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
 - r) A system for informing all educational agencies within the District of a disaster or emergency school closure;
 - s) The designation of the Superintendent or designee as the District Chief Emergency Officer whose duties will include, but not be limited to:
 1. Coordinating the communication between school personnel, law enforcement, and other first responders;
 2. Leading the efforts of the District-wide school safety team in the completion and yearly update of the District-wide school safety plan and the coordination of the District-wide school safety plan with the building-level emergency response plan(s);
 3. Ensuring personnel understanding of the District-wide school safety plan;
 4. Ensuring the completion and yearly update of building-level emergency response plans for each school building;
 5. Assisting in the selection of security-related technology and development of procedures for the use of the technology;

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

6. Coordinating appropriate safety, security, and emergency training for District and school personnel, including required training in the District-wide school safety plan and building-level emergency response plan(s);
 7. Ensuring the conduct of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all District buildings as required by law; and
 8. Ensuring the completion and yearly update of building-level emergency response plan(s) by the dates designated by the Commissioner;
- t) Protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions in Labor Law Section 27-c;
 - u) An emergency remote instruction plan; and
 - v) Appropriate accommodations for students with life-threatening health conditions.

Building-Level Emergency Response Plan(s)

Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Building-level emergency response plan(s) will be developed by the building-level emergency response planning team. The building-level emergency response planning team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response planning team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Classroom door vision panels will not be covered except as outlined in the building-level emergency response plan.

Education Law Section 2801-a
Labor Law Section 27-c
8 NYCRR Section 155.17

Adoption Date: 12/13/10
Revised: 09/18/17

SUBJECT: EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS**Evacuation, Lockdown, and Emergency Dismissal Drills**Overview

The purpose of drills is to practice personnel and student actions during an emergency. Except for evacuation drills, at the time that drills are conducted, students and personnel will be informed it is a drill. All drills must:

- a) Be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency;
- b) Occur after annual training in emergency procedures has been provided to students and personnel; and
- c) Be completed on different dates, days of the week, and during different times of the school day.

The administration of each school building will instruct and train students on appropriate emergency responses, through drills, in the event of a sudden emergency.

Definitions

For purposes of this section, the following definitions apply:

- a) Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- b) Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- c) Trauma-informed drills mean avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in personnel or students because of previous exposure(s) to trauma.

Drill Requirements

The District will practice emergency response procedures under its District-wide school plan and building-level emergency response plan(s), where possible in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:

(Continued)

**SUBJECT: EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS
(Cont'd.)**

a) Evacuation Drills

The District will conduct at least eight evacuation drills with students each school year. Six of the eight drills will be conducted between September 1 and December 31 of the school year. Four of the eight drills will be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors.

Evacuation drills will be conducted at different times of the school day. Students will be instructed in the procedure to be followed if a fire occurs during a lunch period or assembly, provided, however, that this additional instruction may be waived where a drill is held during a regular school lunch period or assembly.

At least two additional drills will be held during summer school in buildings where summer school is conducted. One of the two drills will be held during the first week of summer school.

In the case of after-school programs, events, or performances which are conducted within a school building and which include persons who do not regularly attend classes in the school building, the principal or other person in charge of the building will require the teacher or person in charge of such after-school program, event, or performance to notify persons in attendance at the beginning of the program, event, or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

b) Lockdown Drills

The District will conduct at least four lockdown drills with students each school year. Two of the four drills will be conducted between September 1 and December 31 of the school year.

Lockdown drills will be conducted at different times of the school day. Students will be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided, however, that this additional instruction may be waived where a drill is held during a regular school lunch period or assembly.

c) Emergency Dismissal Drills

The District will conduct at least one emergency dismissal drill to test emergency response procedures that require early dismissal at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Emergency dismissal drills will test the usefulness of the communications and transportation system during emergencies.

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**SUBJECT: EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS
(Cont'd.)**Notification

The District will notify parents or persons in parental relation at least one day, but no more than one week, before any drill. For emergency dismissal drills, the District will notify parents or persons in parental relation at least one week prior.

Bomb ThreatsSchool 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.

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 exits, 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:

(Continued)

**SUBJECT: EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS
(Cont'd.)**

- 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 15 feet in front of the bus before crossing the highway after disembarking;
- c) Specific hazards encountered during snow, ice, rain, and other inclement weather, including, but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing; and
- d) Orderly conduct as bus passengers.

The administration of the drills will be in accordance with the New York State Education Department's Bus Safety Drill Guide and Compliance Form.

Instruction on Use of Seat Belts

When students are transported on school buses, 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 adjustment and 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 Sections 807, 2801-a, 3623, and 3635-a
Penal Law Article 240
8 NYCRR Sections 100.2(gg), 155.17, and 156.3

NOTE: Refer also to Policy #5681 -- School Safety Plans

Adoption Date: 12/13/10
Revised:

SUBJECT: ARTIFICIAL INTELLIGENCE (AI)**Overview**

The emergence of artificial intelligence (AI) technologies, especially generative AI (GenAI), pose unique challenges and opportunities for learning environments. As these technologies integrate deeper into everyday life, the District must proactively address the implications of AI usage to ensure it enhances educational outcomes without compromising academic integrity or equity. This policy outlines the District's commitment to responsible AI integration in educational practices, balancing innovation with the core values of the District's educational mission. Further, it sets forth guidelines designed to evolve as new technologies and methodologies emerge, ensuring the District remains at the forefront of academic excellence and technological responsibility.

Scope and Application

This policy applies to all District students, personnel, volunteers, and contractors. It integrates with, and complements, existing policies on data privacy, acceptable use, and student conduct. This policy aims to provide clear guidelines on the use of AI within the District's schools, ensuring that its application supports the District's educational goals and adheres to its privacy and security standards.

Definitions

- a) Generative AI (GenAI) represents a dynamic subset of AI technologies that can create new, human-like content from extensive data training sets. This content spans across text, images, audio, and more, often mimicking human creativity and adaptability.
- b) Traditional AI refers to systems that operate on fixed algorithms and predefined rules without altering their behavior based on new data after their initial deployment.

Risks and Limitations

The use of GenAI comes with some risks and limitations which include, but are not limited to:

- a) Hallucinations/Confabulations

GenAI can generate plausible, but false or inaccurate, information, a phenomenon known as a hallucination/confabulation.

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)

b) Biases

GenAI tools learn from data created by people, which means any biases, prejudices, and stereotypes in that data can be reflected in the outputs produced by GenAI. For example, GenAI has been found to generate images and text that reinforce existing gender and racial biases. It is essential to recognize that these biases exist and to critically assess the outputs of GenAI tools to prevent the perpetuation of stereotypes and unfair treatment.

The impact of GenAI biases is particularly significant in the context of Diversity, Equity, and Inclusion (DEI) initiatives. DEI initiatives aim to create environments where all individuals have equal opportunities and are treated with respect and fairness. Biased AI outputs can undermine these goals by perpetuating inequality and exclusion, which can be detrimental to the educational mission of the District.

GenAI can also suffer from response bias, where the AI generates answers tailored to what it predicts the user wants to hear based on its training data or specific tuning.

c) Copyright

GenAI may pose copyright issues as it may have used copyrighted material within its training data without explicit permission from the copyright holders. As a result, there are unsettled legal questions about the ownership and copyright status of GenAI's outputs, which can closely mimic or incorporate elements of existing copyrighted works.

Data Privacy and Security

Information entered into GenAI may be accessible to others due to data sharing or breaches. All users should exercise caution when utilizing GenAI. Under no circumstances should any sensitive, copyrighted, confidential, or proprietary information be entered into GenAI or any other AI platform, consistent with relevant state and federal laws and District policy. This includes, but is not limited to, data protected by:

- a) Family Educational Rights and Privacy Act (FERPA);
- b) Education Law Section 2-d (Unauthorized Release of Personally Identifiable Information);
- c) Labor Law Section 203-d (Employee Personal Identifying Information);
- d) State Technology Law Section 208 (Notification of Security Breach of Private Information).

Further, if the information would not be disclosed in response to a Freedom of Information Law (FOIL) request, it should not be entered into GenAI.

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**Student Use**

The District prohibits students from using GenAI to complete academic assignments. Student use of GenAI that conflicts with this policy and/or the District's Code of Conduct may result in an investigation and/or disciplinary action.

District Personnel Use

District personnel may utilize GenAI in accordance with this policy. However, regardless of the tools used to enhance their work, personnel are ultimately responsible for the accuracy and integrity of all work they produce. AI is intended to support, not replace, an employee's responsibility for their own work.

Training, Awareness, and Support

The District will provide training, awareness, and support to teachers in navigating the evolving use of GenAI in the classroom. This may include professional learning opportunities, workshops, and resources to enhance teachers' proficiency and confidence in using GenAI to enrich student learning. The goal is to equip teachers with the knowledge to critically assess GenAI technologies and guide students in understanding the complexities associated with these tools. Additionally, the District may extend training, awareness, and support regarding GenAI to other District personnel who may benefit from understanding and utilizing GenAI in their roles.

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**Compliance with Other Documents**

When using GenAI, all personnel and students must comply with all applicable laws, regulations, and District documents. This includes Education Law Section 2-d, which requires the District to ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

Applicable District documents may include the District's policies on data security and acceptable use, as well as the District's *Code of Conduct*.

NOTE: Refer also to Policies #3310 -- Public Access to Records
#3320 -- Confidentiality of Computerized Information
#5672 -- Information Security Breach and Notification
#5673 -- Employee Personnel Identifying Information
#5674 -- Data Networks and Security Access
#5676 -- Privacy and Security for Student Data and Teacher and
Principal Data
#6410 -- Staff Acceptable Use Policy
#7240 -- Student Records: Access and Challenge
#7315 -- Student Acceptable Use Policy (AUP)
#7316 -- Student Use of Personal Technology
#8271 -- Internet Safety/Internet Content Filtering
#8350 -- Use of Copyrighted Materials
District *Code of Conduct*

Adoption Date

SUBJECT: GRADUATION REQUIREMENTS

To graduate from the District, a student must meet or exceed the requirements set forth in Part 100 of the Commissioner's regulations. The Board may establish graduation requirements that exceed the minimum standards set by the Board of Regents. The District will award the appropriate diploma, credential, or both to students.

For example, Shelter Island School will also require all 12th graders to complete an Oral Comprehensive Exam as a requirement for graduation. While usually completed as part of English 12 or College English, it must also be completed by BOCES students and by any student transferring in credit for a 12th grade English program. Specific requirements for this Oral Comprehensive Exam will be given by senior English teacher(s).

Details on general education and diploma requirements can be found at <https://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>.

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 early graduation in making its decision.

8 NYCRR Sections 100.2, 100.4(d), 100.5, 100.6, 100.7, 100.8, 100.9, and 200.5

NOTE: Refer also to Policies #7221 -- [Participation in Graduation Ceremonies and Activities](#)
#7222 -- [Diploma or Credential Options for Students with Disabilities](#)

Adoption Date:07/01/15

SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD**Appointments**

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

The following will be appointed annually:

- a) District Clerk;
- b) District Treasurer;
- ~~c) Deputy Treasurer;~~
- ~~d) Tax Collector and Deputies;~~
- e) External (Independent) Auditor;
- f) Central Treasurer, Extraclassroom Activities Account;
- g) Faculty Auditor, Extraclassroom Activities Account;
- h) Audit Committee.

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

- a) Census Enumerator and assistants if District conducts census;
- b) Director of School Health Services (District Physician/Nurse Practitioner);
- c) Supervisors of Attendance;
- d) Committee on Special Education and Committee on Preschool Special Education;
- e) Records Access Officer;
- f) Records Management Officer;
- g) Asbestos Hazard Emergency Response Act (AHERA) Local Educational Agency (LEA) designee;

(Continued)

Bylaws

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

- h) Civil Rights Compliance Officer(s) (coordinates the District's efforts to comply with civil rights laws such as Title VI, Section 504, the Americans with Disabilities Act, and the Age Discrimination Act);
- i) Title IX Coordinator(s) (coordinates the District's efforts to comply with Title IX; when appointing, District must "designate and authorize" the Title IX Coordinator(s));
- j) Liaison for Homeless Children and Youth (McKinney-Vento Liaison);
- k) Chemical Hygiene Officer;
- l) Dignity Act Coordinator (one in each building);
- m) Chief Emergency Officer.

The following may also be appointed:

- a) School Attorney;
- b) Claims Auditor/~~Deputy Claims Auditor~~;
- c) Internal Auditor;
- d) Insurance Advisor;
- ~~e) Copyright Officer.~~

Designations

The following designations will be made by the Board at the Annual Organizational Meeting in July:

- a) Petty Cash Fund(s);
- b) Official Newspaper(s);
- c) Official Bank Depositories;
- d) Official Bank Signatories;
- e) Purchasing Agent;

(Continued)

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

- f) Certifier of Payrolls;
- g) Designated Educational Official (DEO) to receive court notification regarding a student's sentence/adjudication in certain criminal cases and juvenile delinquency proceedings;
- h) School Pesticide Representative;
- i) Reviewing Official, Hearing Official, and Verification Official for participation in the federal Child Nutrition Program (the Hearing Official may not be the same person as the Reviewing and/or Verification Official).

Authorizations

The following authorizations will be made by the Board at the Annual Organizational meeting in July:

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

McKinney-Vento Homeless Education Assistance Act, § 722, as reauthorized by the Every Student Succeeds Act (ESSA) of 2015
29 CFR § 1910.1450
Education Law §§ 305(31), 1709, and 2503
8 NYCRR Part 185
21 NYCRR Parts 1401, 9760

Adoption Date

Bylaws

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

All Board meetings will be open to the public except those portions that are executive sessions. The Board will make reasonable efforts to ensure that all meetings are held in an appropriate facility that can adequately accommodate all members of the public who wish to attend. The Superintendent will attend all Board meetings. Members of the Superintendent's staff may attend Board meetings at the Superintendent's discretion. The Board may also request that additional people attend.

Regular Board meetings will take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified. Any Board meeting may be adjourned to a future date and time if approved by a majority of the Board present. Further, if a meeting date falls on a legal holiday, interferes with other area meetings, or Board member attendance will be less than a quorum, the Board will select a date for a postponed meeting at the prior regular meeting, and it will direct the District Clerk to notify all members. The District Clerk will provide the Board members written notice of the time of and agenda for each regular meeting before the meeting.

When the Board schedules a meeting on at least one week's notice, it will give or electronically transmit public notice of the time and place to the news media and conspicuously post the notice in one or more designated public locations at least 72 hours before the meeting. Notice of other meetings will be given or electronically transmitted, to the extent practicable, to the news media and conspicuously posted at one or more designated public locations at a reasonable time before the meeting. When the Board has the ability to do so, it will conspicuously post meeting notices on the District's website. If a meeting is streamed live over the Internet, the notice will inform the public of the website's Internet address.

The Superintendent will prepare the meeting agenda during the week before the meeting and review it with the Board President. The agenda will then be distributed to Board members no later than the Friday before the regular meeting. The President or other Board members will submit requests to place matters on the agenda to the Superintendent. Whenever individuals or groups wish to bring a matter to the attention of the Board, they will submit a written request to the Superintendent.

District records available to the public under the Freedom of Information Law, as well as any proposed resolution, rule, regulation, policy, or amendment scheduled to be discussed at a Board meeting will be made available upon request, to the extent practicable, at least 24 hours before the meeting. Copies of these records may be made available for a reasonable fee. These records will be posted on the District's website, to the extent practicable, at least 24 hours before the meeting.

(Continued)

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

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 at any location where a Board member is participating; and
- b) The public notice for the meeting will inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

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

Extraordinary Circumstances

In extraordinary circumstances, the Board may, in its discretion, permit Board members to participate in a Board meeting remotely by videoconference from locations that are not open to the public. For purposes of this policy, this is referred to as extraordinary circumstances videoconferencing.

However, in order for the Board to utilize extraordinary circumstances videoconferencing, the following conditions must be met:

- a) The District must maintain an official website.
- b) The Board must have adopted a resolution, following a public hearing, authorizing the use of extraordinary circumstances videoconferencing:
 1. For itself and its committees or subcommittees; or
 2. Specifying that each committee or subcommittee may make its own determination.
- c) The Board must have established written procedures governing Board member and public attendance at meetings where extraordinary circumstances videoconferencing is being used that are consistent with law and those procedures must be conspicuously posted on the District's website.

(Continued)

Bylaws

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

- d) Board members must only participate in meetings remotely from locations that are not open to the public in an extraordinary circumstance. How the Board defines extraordinary circumstances must be set forth in the Board's resolution and written procedures related to extraordinary circumstances videoconferencing. Extraordinary circumstances may include disability, illness, caregiving responsibilities, or other significant or unexpected factor or event which precludes the Board member's physical attendance at a meeting. Except for an extraordinary circumstance, Board members must be physically present at meetings unless a state disaster emergency has been declared or a local state of emergency has been proclaimed and the Board has determined that the circumstances necessitating the emergency declaration would affect or impair the ability of the Board to hold an in-person meeting.
- e) At the meeting where extraordinary circumstances videoconferencing is being used:
1. The public must be able to attend, listen, and observe the meeting in at least one physical location at which a Board member is participating.
 2. A minimum number of Board members must be present to fulfill the quorum requirement in the same physical location or locations where the public can attend.
 3. Except in the case of executive sessions, Board members must be able to be heard, seen, and identified while the meeting is being conducted, including, but not limited to, any motions, proposals, resolutions, and any other matter formally discussed or voted upon.
 4. The minutes of the meeting must include which, if any, Board members participated remotely and must be made available in accordance with law.
 5. The public notice must inform the public that: videoconferencing will be used; where the public can view and/or participate in the meeting; where required documents and records will be posted or available; and identify the physical location(s) for the meeting where the public can attend.
 6. The meeting must be recorded. The recordings must be posted or linked on the District's website within five business days following the meeting, and must remain available for a minimum of five years thereafter. Upon request, these recordings must be transcribed.
 7. The Board must provide the opportunity for the public to view the meeting via video, and to participate in proceedings via videoconference in real time where public comment or participation is authorized and must ensure that videoconferencing authorizes the same public participation or testimony as in person participation or testimony.

(Continued)

Bylaws

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

8. The Board must utilize technology to permit access by individuals with disabilities consistent with the 1990 Americans with Disabilities Act, as amended, and corresponding guidelines.

Recording Meetings

The Board allows public meetings to be photographed, broadcast, webcast, or otherwise recorded and/or transmitted by means of audio or video, in a non-disruptive manner, and it supports the use of this technology to facilitate the open communication of public business.

Quorum

The quorum for any Board meeting is four (4) members. No formal action will be taken at any meeting where a quorum is not present. Unless otherwise required by law, official action will only be taken by approval of the majority of the full Board.

Use of Parliamentary Procedure

The Board will use pertinent portions of the latest edition of Robert's Rules of Order to conduct its business.

Public Comment

The Board encourages courteous and respectful public comment at Board meetings. All speakers must conduct themselves in a civil manner. Obscene language, harassing language, defamatory statements, and threats of violence are prohibited. All participants are required to comply with the District *Code of Conduct*.

The Board will designate a specific portion of its meeting agenda for public comment for a period of up to 30 minutes on agenda items only. The public is not permitted to discuss topics unrelated to the District, matters unrelated to the agenda, and/or matters involving specific individuals. Each speaker will be allowed up to three minutes. The Board may request, but will not require, speakers identify themselves. The Board is not required to allow speakers to cede their remaining time to other speakers. Written comments may be directed to the Board.

If there are a large number of individuals who want to address the Board, the Board President may limit the number of repetitive comments being made so that the time limit on public comment is not exceeded.

(Continued)

Bylaws

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

If individuals engage in disruptive or unruly behavior during the meeting, the Board President will remind the audience of this policy and the requirement to conduct themselves in a civil manner and comply with the District *Code of Conduct*. The Board President may call for the removal of disruptive or unruly individuals from the meeting. When appropriate, law enforcement may be called to remove disruptive or unruly individuals. In some instances, individuals engaging in disruptive or unruly behavior may be subject to criminal sanctions.

These rules apply to residents and nonresidents equally.

Education Law Sections 1708, 2504, and 2801
General Construction Law Section 41
Penal Law Section 240.20
Public Officers Law Article 7
8 NYCRR Section 100.2

NOTE: Refer also to Policies #1520 -- Special Meetings of the Board
#1540 -- Executive Sessions
#6211 -- Employment of Relatives of Board Members

Adoption Date

By-Laws

SUBJECT: BUSINESS OF THE ANNUAL DISTRICT ELECTION

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

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

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

Education Law §§ 1716, 2025 and 2601-2613

Adoption Date

Bylaws

SUBJECT: ANNUAL ORGANIZATIONAL MEETING

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

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

Officers

The meeting will be called to order by the District Clerk, who will act as a Temporary Chairperson. The Board will proceed to the election of a President. The President will then take the chair. The Board will then elect a Vice President. Election will be by a majority vote.

Oath of Office

The District Clerk will administer the Oath of Office to the newly elected officers and new members of the Board.

Education Law §§ 1701, ~~1706~~, 1707, ~~1709, 2109~~, 2502~~(9)~~, and 2504~~(1)~~
Public Officers Law §10

Adoption Date

SUBJECT: ABSENTEE, MILITARY, AND EARLY MAIL BALLOTS**Absentee Ballots**

The Board authorizes the District Clerk or a Board designee to provide absentee ballots to qualified District voters. Absentee ballots will be used for the election of Board members and District public library trustees, the adoption of the annual budget, and District public library budget and referenda.

A District voter must request in advance an application for an absentee ballot. The voter must complete the application and state the reason ~~he or she~~ they 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 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.

An absentee ballot will also be mailed to every qualified District voter otherwise eligible for an absentee ballot who sends a signed letter requesting an absentee ballot which states the address of the voter to the District Clerk or Board designee. The signed letter must be received by the District Clerk or Board designee not earlier than the thirtieth day before the election/vote and at least seven days before the election/vote. Enclosed with the absentee ballot will be an application form for the absentee ballot. The absentee ballot will not be counted unless a valid application form is enclosed with the ballot.

A qualified District voter is eligible to vote by absentee ballot if ~~he or she is~~ they are unable to appear to vote in person on the day of the District election/vote because ~~he or she~~ they:

- a) ~~Is~~Are or will be a patient in a hospital, or ~~is~~are unable to appear personally at the polling place on the day of the election/vote because of illness or physical disability;
- b) ~~Has~~Have duties, occupation or business responsibilities, or studies which require being outside of the county or city of residence on the day of the District election/vote;
- c) Will be on vacation outside of the county or city of residence on the day of the District election/vote;
- d) Will be absent from ~~their~~ 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

(Continued)

Bylaws

SUBJECT: ABSENTEE, MILITARY, AND EARLY MAIL BALLOTS (Cont'd.)

- e) Will be absent from the District on the day of the District election/vote by reason of accompanying spouse, parent, or child who is or would be, if ~~he or she~~ they were a qualified voter, entitled to apply for the right to vote by absentee ballot.

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

A voter's 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 or her~~ their vote may be canvassed.

Qualified District voters who are unable to personally appear at the polling place because of a permanent illness or physical disability and whose registration record has been marked "permanently disabled" pursuant to law are entitled to receive an absentee ballot without application if they have previously applied for an absentee ballot.

A list of all persons to whom absentee ballots have been issued will 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 this list, file a written challenge of the qualifications as a voter of any person whose name appears on this list, stating the reason for the challenge. **A challenge to an absentee ballot may not be made on the basis that the voter should have applied for an early mail ballot.** The written challenge will 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 this list by making their reasons known to the election inspector before the close of the polls.~~

Military Ballots

The Board authorizes the District Clerk* or a Board designee to provide military ballots to military voters to be used for the election of Board members and District public library trustees, the adoption of the annual budget, and District public library budget and referenda.

(Continued)

Bylaws

SUBJECT: ABSENTEE, MILITARY, AND EARLY MAIL BALLOTS (Cont'd.)

A military voter is:

- a) A qualified voter of New York State who:
 1. Is in actual military service and, by reason of that military service, is absent from the District on the day of registration or election; or
 2. Is discharged from that military service within 30 days of an election; or
- b) A spouse, parent, child, or dependent of the previously described voter, accompanying or being with that voter, if a qualified voter of New York State and a resident of the District.

A military voter may designate a preference to receive a military ballot application or a military ballot by mail, fax, or email. This designation will remain in effect until revoked or changed by the military voter. If a military voter does not designate a preference, a military ballot application or a military ballot will be provided to the military voter by mail.

Military ballots will be distributed as soon as practicable, but no later than 25 days before the election/vote.

Three days before the first day for distribution of military ballots, the names of all candidates duly nominated for public office and the amendments, referenda, propositions, and questions to be voted for on the ballots will be determined. If, at a later date, the nomination of any candidate named on a military ballot is found invalid, the ballot will still be valid, but no vote for the invalid candidate will be counted in the election/vote.

A voter's military ballot must be received by 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 or her~~ their vote may be canvassed at which point the military ballot will be processed in the same manner as absentee ballots.

All military ballot applications and military ballots must be returned by mail or in person.

Early Mail Ballots

The Board authorizes the District Clerk or a Board designee to provide early mail ballots to qualified District voters. Early mail ballots will be used for the election of Board members and District public library trustees, the adoption of the annual budget, and District public library budget and referenda.

A District voter must request in advance an application for an early mail ballot. The voter must complete the application. The application must be received by the District Clerk or Board designee at least seven 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.

(Continued)

SUBJECT: ABSENTEE, MILITARY, AND EARLY MAIL BALLOTS (Cont'd.)

An early mail ballot will also be mailed to every qualified District voter otherwise eligible for an early mail ballot who sends a signed letter requesting an early mail ballot which states the address of the voter to the District Clerk or Board designee. The signed letter must be received by the District Clerk or Board designee not earlier than the thirtieth day before the election/vote and at least seven days before the election/vote. Enclosed with the early mail ballot will be an application form for the early mail ballot. The early mail ballot will not be counted unless a valid application form is enclosed with the ballot.

Any qualified District voter is eligible to vote by early mail ballot.

Statements on the application for an early mail ballot must be signed and dated by the voter.

A voter's early mail 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 their vote may be canvassed.

A list of all persons to whom early mail have been issued will 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 this list, file a written challenge of the qualifications as a voter of any person whose name appears on this list, stating the reason for the challenge. A challenge to an early mail ballot may not be made on the basis that the voter should have applied for an absentee ballot. The written challenge will be transmitted by the District Clerk or Board designee to the election inspectors on the day of the District election/vote.

Education Law Sections 2014, 2018-a, 2018-b, 2018-d, 2018-e, 2018-f, and 2613
8 NYCRR Part 122

Adoption Date

Internal Operations

SUBJECT: ORIENTING AND TRAINING BOARD MEMBERS

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

- a) Giving the electee selected materials relating to the responsibilities of Board membership supplied by local, state, or national school-board associations or other professional organizations;
- b) Inviting the electee to attend Board meetings and to participate in its discussions;
- c) Having the Clerk supply material pertinent to meetings and explaining its use;
- d) Inviting the electee to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board;
- e) Having the clerk provide a copy of or access to the Board's policies and bylaws;
- f) Providing the opportunity to attend a local, state, or national school-board association's orientation program.

Board Member Training

Within the first year of election or appointment, each Board member must complete a minimum of six hours of training on the financial oversight, accountability, and fiduciary responsibilities of a school board member and a training course acquainting him or her with the powers, functions, and duties of Boards, as well as the powers and duties of other governing and administrative authorities affecting public education. Re-elected Board members will not be required to repeat this training. The curriculum and provider of this training must be approved by the Commissioner of Education.

Upon completing the required training, the Board member will 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 to the District.

Education Law Section 2102-a
8 NYCRR Section 170.12(a)

Adoption Date

SUBJECT: MEDIA/MUNICIPAL GOVERNMENTS/SENIOR CITIZENS**School District Media**

The Superintendent is responsible for the preparation of news releases concerning the activities within that building.

In addition, a periodic newsletter may be prepared and sent to each resident of the District or posted on its website. 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 designee will 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.

Municipal Governments

The Board will establish and maintain a positive working relationship with the governing bodies of the municipality. The Board will also cooperate with municipal, county, and state agencies whose work affects the welfare of the children of the District, including, but not limited to, the County Social Services Department, the Board of Health, the Recreation Department, the Public Library, and all community emergency services agencies.

Senior Citizens

The Board will consider school-related programs for senior citizens in accordance with Education Law and/or the Commissioner's regulations. These programs include special use of school buildings or *school buses, school lunches, and partial tax exemptions.

Education Law Sections 1501-b(1)(a), 1501-b(1)(b), and 1709(22)
Real Property Tax Law Section 467

Adoption Date

Community Relations

SUBJECT: VISITORS TO THE SCHOOL

All visitors ~~shall~~will be required to report to the Main Lobby upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance from the ~~B~~building ~~P~~principal in order to allow teachers the opportunity to arrange their schedules to accommodate ~~such~~these requests.

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

***Electronic Visitor Management System**

The District utilizes an electronic visitor management system (EVMS) in order to ensure the safety and welfare of its students, staff, and guests. When any visitor, including parents and volunteers, wishes to enter any school building during school hours, he or she must present a valid state or government issued photo ID, such as a valid driver's license. Prior to entry being permitted, the EVMS will check visitors against known sexual offender databases. Once the visitor's ID is scanned, the EVMS will print a visitor's badge which must be worn throughout the duration of the visit. Visitors should return this badge at the end of their visit so that they may be checked out of the building in a timely fashion. Visitors who refuse to produce IDs or fail the check of sexual offender databases, may be asked to either wait in the school building lobby or to leave school premises.

Education Law § 2801
Penal Law §§ 140.10 and 240.35

Adoption Date

Community Relations

SUBJECT: SOLICITATION OF CHARITABLE DONATIONS**Students**

Direct solicitation of charitable donations from District students on school property during regular school hours is prohibited. It is a violation of District policy to ask District students directly to contribute money or goods for the benefit of a charity during the hours in which they are compelled to be on school grounds.

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

- a) Fundraising activities which take place off school grounds or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives consideration for his or her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity;
- c) Indirect forms of charitable solicitation on school grounds 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.

The Board will ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Personnel

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

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

New York State Constitution Article 8, Section 1
Education Law Section 414
8 NYCRR Section 19.6

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

Adoption Date

Community Relations

SUBJECT: PUBLIC ACCESS TO RECORDS

Access to District records ~~of the District~~ will be consistent with the rules and regulations established by the New York State Committee on Open Government and will comply with all the requirements of the New York State ~~Public Officers~~ Freedom of Information Law (FOIL) ~~Sections 87 and 89~~.

Records Access Officer

~~A Records Access Officer will be designated by~~ The Superintendent, subject to the approval of the Board, ~~will designate~~ a Records Access Officer who will have the duty of coordinating the District's response to public requests for access to records.

Fulfilling FOIL Requests

The District will 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. ~~The District may charge a fee for copies as permitted by law and regulation.~~

The District may require a person requesting lists of names and addresses to provide a written certification that they will not use the lists of names and addresses for solicitation or fundraising purposes and will not sell, give, or otherwise make available the lists of names and addresses to any other person for the purpose of allowing that person to use the lists of names and addresses for solicitation or fundraising purposes.

Requests for Records via Email

If the District has the capability to retrieve ~~or extract~~ electronic records ~~with reasonable effort~~, it ~~must~~ will provide ~~such~~ the records electronically upon request. The District will accept requests for records submitted in the form of ~~electronic mail~~ email and respond to those requests by ~~electronic mail~~ email using the forms supplied by the District. This information will be posted on the District website, clearly designating the email address for purposes of receiving requests for records via this format.

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

Notification

The District will post in a conspicuous location wherever records are kept and/or publish in a local newspaper of general circulation a notice which contains: the locations where records will be made available for inspection and copying; the name, title, business address, and business telephone number of the Records Access Officer; and the right to appeal a denial of access to records with the name and business address of the person or body to whom the appeal should be directed.

(Continued)

SUBJECT: PUBLIC ACCESS TO RECORDS

Additional Provisions

Regulations and/or procedures governing access to District records in relation to FOIL requests will be developed.

Education Law § 2116
Public Officers Law ~~§§ 87 and 89~~ Article 6
21 NYCRR Parts 1401 ~~and 9760~~

NOTE: Refer also to Policy #1510 -- Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)

Adoption Date

SUBJECT: WELLNESS

The District is committed to providing a school environment that promotes and protects students' health, well-being, and ability to learn, by fostering healthy eating and physical activity before, during, and after the school day. This wellness policy outlines the District's approach to ensuring ~~environments and that there are~~ opportunities for all students and personnel to practice healthy eating and physical activity behaviors throughout the school day ~~while minimizing commercial distractions~~. The District will work to ensure that all students and personnel across the District have equitable access to health and wellness efforts. This wellness policy applies to all students, ~~staff~~ personnel, and the school in the District.

Definitions

For the purpose of this wellness policy:

- a) "School campus" means all areas of property under the jurisdiction of the District that are accessible to students during the school day.
- b) "School day" means the period from the midnight before, to 30 minutes after the end of the official school day.

GovernanceDistrict Wellness Committee

The District has established a wellness committee that meets at least four (4) times per year to oversee and establish goals for school health and safety policies and programs, including the development, implementation, and periodic review and update of this District-level wellness policy. The District Wellness Committee will evaluate and make recommendations that reflect the specific needs of the District and its students.

The District will actively seek members for the District Wellness Committee through the use of email, newsletters, the District's website, the District's social media page(s), and/or advertisements.

The District Wellness Committee membership will represent all school levels, and include (to the extent possible), but not be limited to, representatives from the following groups:

- a) Parents and caregivers, including leaders from different parent organizations;
- b) Students;
- c) Physical Education teachers;
- d) School health professionals;
- e) Specialized instructional support personnel such as school counselors, psychologists, or social workers;

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- ef) District food service program representatives;
- fg) School Board;
- h) Community health professionals such as dietitians, doctors, nurses, or dentists;
- gi) School administrators;
- hj) General Education teachers;
- ik) Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators; and
- jl) ~~Members of the~~ The general public.

District Wellness Leadership

The following District official(s) is/are responsible for the implementation and oversight of this District-level wellness policy:

Mr. Todd Gulluscio - Director of Athletics, Physical Education, Health, Wellness & Personnel

The contact information for this/these individual(s) is:

todd.gulluscio@shelterisland.k12.ny.us

This/these individual(s) will be referred to as District Wellness Coordinator(s) throughout this wellness policy.

The District Wellness Coordinator(s) will convene the District Wellness Committee, facilitate the development of and updates to this wellness policy, and serve as a liaison(s) with community agencies. The District Wellness Coordinator(s) will also work to ensure each school's compliance with this wellness policy.

Wellness Policy Implementation, Monitoring, and Accountability, ~~and Community Engagement~~

The District will develop and maintain an implementation plan to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school. It also includes specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. In developing these goals, the District will review and consider evidence-based strategies and techniques.

(Continued)

SUBJECT: WELLNESS (Cont'd.)Annual Notification of Policy

~~The District will inform families and the general public each year, via the District website and/or District-wide communications, of information about this wellness policy, including, but not limited to: its implementation status, its content, and any updates to the policy. The District will endeavor to share as much information as possible about its schools' nutrition environment, including a summary of school events or activities relative to this wellness policy implementation. Each year, the District will also publicize the name and contact information of the District official(s) leading and coordinating the District Wellness Committee, as well as information on how the community may get involved with the District Wellness Committee.~~

Triennial Assessments

At least once every three years, the District will assess its compliance with this wellness policy. The triennial assessment will measure the implementation of this wellness policy, and include an assessment of:

- a) The extent to which the school is in compliance with this wellness policy;
- b) The extent to which this wellness policy compares to model local school wellness policies; and
- c) A description of the progress made in attaining the goals of this wellness policy.

The following District official(s) is/are responsible for managing the District's triennial assessment:

Mr. Todd Gulluscio – Director of Athletics, Physical Education, Health Wellness & Personnel

The contact information for this/these individual(s) is:

todd.gulluscio@shelterisland.k12.ny.us

The District will ~~actively~~ notify the public of the availability of the triennial assessment results.

(Continued)

SUBJECT: WELLNESS (Cont'd.)Revisions and Updating the Policy

This wellness policy will be assessed and updated, at a minimum, every three years based on the results of the triennial assessment. This wellness policy may also be updated as: District priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and/or new federal or state guidance or standards are issued.

Evaluation and feedback from interested parties are welcomed as an essential part of revising and updating this wellness policy.

Community Involvement, Outreach, and Communications

~~The District is committed to being responsive to community input, which begins with an awareness of this wellness policy. On an annual basis, the District will make this wellness policy available to families and the public. The District will also annually inform families and the public, in culturally and linguistically appropriate ways, of its content and implementation status, as well as any updates to this wellness policy. The District will make this information available via the District website and/or District wide communications. The District will use these same means to inform families and the public on how to become involved with and support this wellness policy, as well as about the results of the triennial assessment.~~

Recordkeeping

~~The District will retain records to document compliance with the requirements of this wellness policy in the District Office and/or on the District's central computer network. Documentation maintained at this location includes, but is not limited to:~~

- ~~a) The written wellness policy;~~
- ~~b) Documentation demonstrating that this wellness policy has been made available to the public;~~
- ~~e) Documentation of efforts to review and update this wellness policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;~~
- ~~d) Documentation demonstrating compliance with the annual public notification requirements;~~
- ~~e) The most recent triennial assessment on the implementation of this wellness policy; and~~
- ~~f) Documentation demonstrating that the most recent triennial assessment results have been made available to the public.~~

(Continued)

SUBJECT: WELLNESS (Cont'd.)**Nutrition**

~~The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition.~~

School Meals

The District participates in the following federal Child Nutrition Programs: USDA Community Eligible Provision. All school meals will meet or exceed nutrition requirements established by local, state, and federal laws and regulations.

In addition:

a) Meal Modifications

School meals will be accessible to all students, and the District will accommodate special dietary needs and food allergies as required by law and regulation. This includes making meal modifications, including substitutions for lunches and after-school snacks, for students with a disability whose disability restricts their diet. Any meal modification requested must be related to the disability or limitations caused by the disability and will be offered at no additional cost to the student. The District will notify parents of the procedures for requesting meal modifications for students with disabilities and the process of procedural safeguards related to meal modifications for disabilities.

b) Qualified Nutrition Professionals

School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals.

(Continued)

SUBJECT: WELLNESS (Cont'd.)c) Unpaid Meal Charges

The District is committed to ensuring that a student whose parent/guardian has unpaid meal charges is not shamed or treated differently than a student whose parent/guardian does not have unpaid meal charges. The District has established procedures to address unpaid meal charges throughout the District in a way that does not stigmatize, distress, or embarrass students.

The District ~~is committed to promoting~~ promotes student health and ~~reducing~~ aims to reduce childhood obesity by:

- a) ~~Serving meals that meet or exceed nutrition requirements established by local, state, and federal laws and regulations;~~
- ba) Promoting student participation in Child Nutrition Programs and working to ensure that families are aware of what programs are available in the District and how to access those programs;
- b) Ensuring all students have a scheduled lunch period and that they are served lunch at a reasonable and appropriate time of day;
- c) When applicable, serving breakfast to students using a variety of service models to increase participation, such as "grab and go" breakfast or breakfast served in the classrooms.
- ed) Providing all students with adequate time to ~~consume~~ eat meals, meaning that, when applicable, students will be allowed at least ten minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated;
- de) Promoting healthy food and beverage choices;
- ef) ~~Preparing meals~~ Offering a variety of foods and beverages that are appealing and attractive to students;
- fg) Serving meals in clean and ~~pleasant~~ inviting settings;
- gh) When possible, having lunch follow the recess period to better support learning and healthy eating; ~~and~~
- h) ~~Encouraging student participation in federal Child Nutrition Programs.~~

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- i) Posting menus on the District website;
- j) When feasible, purchasing, promoting, and serving fresh fruits and vegetables

Child Nutrition Programs aim to improve the diet and health of ~~school children~~ students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

~~All schools within the District participate in the following federal Child Nutrition Programs: **[District to list any applicable federal CNP that it participates in. Examples of applicable programs are: National School Lunch Program; School Breakfast Program; Child and Adult Care Food Program; Summer Food Service Program; Fresh Fruit and Vegetable Program; Special Milk Program.]*~~

~~The District also operates additional nutrition related programs and activities, including: **[District to list any other nutrition programs that it participates in. Examples of applicable programs are: Farm to Schools; Breakfast After the Bell.]*~~

District food service ~~staff~~ personnel will meet with students in grades 4 through 12 twice annually to solicit feedback on the school breakfast and/or school lunch program(s).

Staff Qualifications and Professional Development

~~All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education and training requirements as specified in the USDA Professional Standards for School Nutrition Professionals. In order to locate the training that best fits their learning needs, school nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website.~~

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students and ~~staff~~ personnel throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during meal times.

(Continued)

SUBJECT: WELLNESS (Cont'd.)**Foods and Beverages Provided, But Not Sold, to Students During the School Day**

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages provided, but not sold, to students on the school campus during the school day (e.g., classroom parties, classroom snacks brought by parents, or other foods given as incentives) will meet or exceed the USDA Smart Snack in School nutrition standards; be low in saturated fat, and have zero grams of trans-fat per serving; food and beverages provided to elementary and middle school-aged students must be caffeine-free, with the exception of trace amounts of naturally occurring caffeine substance, and limited at the high school level. Food and beverages containing sucralose will not be sold at any time.

The District will encourage staff and parents to provide students with healthy options at any event where foods and beverages are served to students (i.e., classroom and school-wide celebrations and rewards.)

Competitive Foods and Beverages

All competitive foods will meet, at a minimum, the USDA Smart Snacks in School nutrition standards. The Smart Snacks in School nutrition standards aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

Competitive foods include all food and beverages available for sale to students on the school campus during the school day other than meals ~~reimbursed through programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966~~ offered through the Child Nutrition Programs. This includes, but is not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

~~**Foods and Beverages Provided, But Not Sold, to Students During the School Day**~~

~~The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages provided, but not sold, to students on the school campus during the school day (e.g., classroom parties, classroom snacks brought by parents, or other foods given as incentives) will *[District to customize with standard specific to District practice. Examples of applicable standards: meet or exceed the USDA Smart Snack in School nutrition standards; be low in saturated fat, and have zero grams of trans fat per serving.]~~

(Continued)

SUBJECT: WELLNESS (Cont'd.)Fundraising

The District requires that all foods and beverages available for sale to students through fundraisers on the school campus during the school day will meet, at a minimum, the USDA Smart Snacks in School nutrition standards. The District encourages the use of fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

School fundraisers conducted outside of the school day will be strongly encouraged to sell only non-food items or foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.

The District will provide to any individual or group conducting a school fundraiser the USDA Smart Snacks in School nutrition standards, as well as a list of list of healthy fundraising ideas.

Foods and Beverages Available for Sale at Events Outside of the School Day

The District is committed to ensuring that all foods and beverages available to students support healthy eating. The foods and beverages that are available for sale at school-sponsored events outside of the school day will meet the USDA Smart Snack in School nutrition standards; be low in saturated fat, and have zero grams of trans-fat per serving; food and beverages elementary and middle school-aged students must be caffeine-free, with the exception of trace amounts of naturally occurring caffeine substance, and limited at the high school level.

School sponsored fundraisers conducted outside of the school day will be encouraged to support the goals of this policy by promoting the sale of healthy food items (fresh fruit and produce) and/or non-food items, such as water bottles, plants, etc., and by promoting events involving physical activity.

All school-sponsored fundraisers must be approved by the appropriate building administrator prior to being conducted.

All foods and beverages sold or served at school-sponsored events will be in serving sizes which are in accordance with recommended dietary guidelines and/or nutrition standards.

At events where food and beverages are sold, 50% of items sold must meet the USDA Healthy Hunger-Free Kids Act “Smart Snacks in Schools” Standards.

Food and Beverages Marketing in Schools

All foods and beverages marketed or promoted to students on the school campus during the school day will meet, at a minimum, the USDA Smart Snacks in School nutrition standards. Food marketing commonly includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product. The marketing of products that do not meet USDA Smart Snacks in School nutrition standards, in any and all of the following ways, is prohibited:

- a) On the product itself;

(Continued)

SUBJECT: WELLNESS (Cont'd.)**b) On vending machines;**

The District is aware that certain scoreboards, signs, and other durable equipment it employs may market foods and beverages in a way that is inconsistent with the aims of this wellness policy. While the immediate replacement of this equipment is not required, as the District replaces or updates this equipment over time, it will ensure its replacement and purchasing decisions reflect the marketing guidelines established by this wellness policy.

Nutrition Promotion and Education

Nutrition promotion and education positively influences lifelong eating behaviors. The District will model and encourage healthy eating by:

- a) Promoting healthy food and beverage choices for all students by using Smarter Lunchroom techniques which guide students toward healthful choices, as well as by ensuring that 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards;

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- b) Promoting nutrition education activities that involve parents, students, and the community;
- c) Promoting school and community awareness of this wellness policy through various means, such as publication on the District website;
- d) Encouraging and promoting wellness through social media, newsletters, and an annual family wellness event;
- ~~e) Encouraging participation in federal Child Nutrition Programs;~~
- fe) Ensuring that the marketing and advertising of foods and beverages on school campuses during the school day is consistent with nutrition education and health promotion;
- gf) Integrating nutrition education within the comprehensive health education curriculum and other instructional areas, as appropriate, and taught at every grade level, K through 12. Nutrition education follows applicable New York State standards and is designed to help students acquire:
 - 1. Nutrition knowledge, including, but not limited to: the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; and safe food storage, handling, and preparation; and
 - 2. Nutrition-related skills, including, but not limited to: planning healthy meals; understanding and using food labels; critically evaluating nutrition information, misinformation, and commercial food advertising; assessing personal eating habits; and setting and achieving goals related to these concepts;
- hg) Providing families and teachers with a list of healthy party ideas, including non-food celebration ideas;
- h) ~~Students with a documented food allergy shall only have snacks approved by the school nurse.~~
- ii) Providing families with a list of classroom snacks and beverages that meet USDA Smart Snacks in School nutrition standards;
- jj) Discouraging ~~staff~~ personnel from using food as a reward or withholding food as punishment under any circumstance – teachers and other appropriate school ~~staff~~ personnel will be provided with a list of alternative ways to reward students; and
- kk) Encouraging District ~~staff~~ personnel to model healthy eating, drinking, and physical activity behaviors for students.

(Continued)

SUBJECT: WELLNESS (Cont'd.)***Physical Activity and Education**Physical Activity

Since physical activity affects students' emotional and physical well-being, as well as their cognitive development, the District is committed to ensuring that all students, including students with disabilities requiring adaptations or modifications, are provided the opportunity to participate in physical activity before, during, and after school. Physical activity opportunities will be in addition to, not in lieu of, physical education.

The District will provide opportunities for every student to participate in physical education and, in an effort to comply with the recommendation that children and adolescents participate in at least 60 minutes of physical activity each day, is also committed to providing opportunities for physical activity before, during, and after school. In doing so, the District aims to promote among students, staff and community members, the development of knowledge and skills for specific physical activities, the maintenance of physical fitness, regular participation in physical activity, and an understanding of the short-term and long-term benefits from a physically active and healthy lifestyle. Physical activity opportunities will be in addition to, not in lieu of, physical education and will not be used as a punishment for students, but rather another means by which students may develop or maintain a healthy and active lifestyle.

Recess, physical education, or other physical activity time will not be cancelled for instructional make-up time, nor will it be withheld for disciplinary action unless the student is a danger to ~~himself, herself-themself~~ or others. This does not include participation on sport teams that may have specific academic requirements. Classroom teachers will be provided with a list of ideas for alternative ways to discipline students.

The District is committed to encouraging physical activity through the following:

a) Classroom Physical Activity Breaks (Elementary and Secondary)

All classroom teachers, and particularly those engaged in the instruction of K through 5 students, are strongly encouraged to incorporate into the school day short breaks for students that include physical activity, especially after long periods of inactivity.

b) Recess (Elementary)

All elementary students will be offered one daily period of recess for a minimum of 20 minutes. This requirement will not apply on days where students arrive late, leave early, or are otherwise on campus for less than a full day. Outdoor recess will be offered when weather permits. In the event that indoor recess is necessary, it will be offered in a place that accommodates moderate to vigorous physical activity.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

c) Active Academics

Teachers are encouraged to incorporate kinesthetic learning approaches into core learning subjects when possible to limit sedentary behavior during the school day.

d) Before and After School Activities

The District will offer opportunities for all students to participate in physical activity before and/or after the school day through various methods, such as physical activity clubs, intramurals, and interscholastic sports.

e) Active Transport

The District supports active transport to and from school, i.e. walking or biking. The District will encourage this behavior by securing storage facilities for bicycles and equipment and instructing students on walking and bicycling safety. The District strongly encourages the use of appropriate protective wear, such as helmets.

f) Family and Community Engagement

Parents and family members are encouraged to participate in evening or weekend events involving physical activity.

Physical Education

The District will have a Board-approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the requirements set forth in the Commissioner's regulations. All students will be required to fulfill the physical education requirements set forth in the Commissioner's regulations as a condition of graduating from the District.

The District recognizes the importance of physical education classes in providing students with meaningful opportunities for physical exercise and development. Consequently, the District will ensure that:

- a) All physical education classes are taught or supervised by a certified physical education teacher;
- b) All physical education ~~staff~~ personnel receive professional development relevant to physical education on an annual basis;

(Continued)

SUBJECT: WELLNESS (Cont'd.)

- c) Interscholastic sports, intramural sports, and recess do not serve as substitutes for a quality physical education program;
- d) Students are afforded the opportunity to participate in moderate to vigorous activity for at least 50% of physical education class time;
- e) It provides adequate space and equipment for physical education and conforms to all applicable safety standards;
- f) An age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education is implemented, with a focus on students' development of motor skills, movement forms, and health-related fitness;
- g) A physical and social environment is provided that encourages safe and enjoyable activity for all students; and
- h) Activities or equipment are adapted or modified to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. In doing so, the District will abide by specific provisions in 504 Plans and/or individualized education programs (IEP). To that end, the Committee on Special Education (CSE) will ensure that a certified physical education teacher participates in the development of a student's IEP, if the student may be eligible for adapted physical education.

Other School-Based Activities that Promote Student Wellness

The District is committed to establishing a school environment that is conducive to healthy eating and physical activity for all. The District will, therefore, pursue the following:

Federal School Meal Programs

The District will participate to the maximum extent practicable in available federal school meal programs (including the School Breakfast Program (SBP), National School Lunch Program (NSLP), and Summer Food Service Program). Food served through these programs will meet all applicable federal and state standards.

The District will ensure that food service directors, managers, and staff are provided with annual professional development in the areas of food and nutrition consistent with USDA Professional Standards for State and Local Nutrition Programs. District food service staff will meet with students in grades 4 through 12 twice annually to solicit feedback on the school breakfast and/or school lunch program(s).

The District will utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.

The District will ensure:

SUBJECT: WELLNESS (Cont'd.)

1. School dining areas have sufficient space for students to sit and consume meals;
2. School dining areas are clean, safe, and pleasant environments that reflect the social value of eating;
3. Enough serving areas are provided to ensure student access to school meals with a minimum of wait time;
4. All students have a scheduled lunch period;
5. Lunch times are scheduled near the middle of the school day.

Community Partnerships

The District will develop, enhance, and continue relationships with community partners in support of the implementation of this wellness policy. Existing and new community partnerships will be evaluated to ensure they are consistent with this wellness policy and its goals. The District will provide all community partners with a copy of this wellness policy so that they are aware of the District's requirements and goals.

(Continued)

SUBJECT: WELLNESS (Cont'd.)Community Access to District Facilities for Physical Activities

School grounds and facilities will be made available to students, ~~staff~~-personnel, community members and organizations, and agencies offering physical activity and nutrition programs consistent with District policy. Subject to provisions regarding conduct on school grounds and administrative approval of use by outside organizations.

Professional Learning, Awareness, and Support

All school nutrition program directors, managers, and personnel will meet or exceed hiring and annual continuing education and training requirements as specified in the USDA Professional Standards for School Nutrition Professionals. In order to locate the training that best fits their learning needs, school nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website.

When feasible, the District will offer annual professional learning opportunities and resources for ~~staff~~-personnel to increase knowledge and skills about promoting healthy behaviors in the classroom (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District ~~staff~~-personnel understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District ~~reform or academic~~-improvement plans/efforts.

Personnel Wellness

To promote a healthy and productive environment, the District will promote personnel wellness. Promoting personnel wellness can lead to enhanced productivity, reduced absenteeism, and lowered healthcare costs.

The District Wellness Committee, in collaboration with community partners, will promote wellness through various initiatives and activities tailored to enhance personnel well-being. The specific offerings may change annually, providing flexibility to adapt to new trends and needs.

District personnel, including teachers, often serve as important role models for student well-being. By focusing on personnel wellness, the District aims to create a positive ripple effect, benefiting both personnel and students.

Notification

(Continued)

SUBJECT: WELLNESS (Cont'd.)

The District is committed to being responsive to community input, which begins with an awareness of this wellness policy. On an annual basis, the District will make this wellness policy available to families and the public. The District will also annually inform families and the public, in culturally and linguistically appropriate ways, of its content and implementation status, as well as any updates to this wellness policy. The District will make this information available via the District website and/or District-wide communications. The District will use these same means to inform families and the public about the results of the triennial assessment. The results of the triennial assessment will be made available in an easily understood format.

The District will endeavor to share as much information as possible about its school's nutrition environment, including a summary of school events or activities relative to this wellness policy implementation. Each year, the District will also publicize the name and contact information of the District official leading and coordinating the District Wellness Committee, as well as information on how the community may get involved with the District Wellness Committee.

Recordkeeping

The District will retain records to document compliance with the requirements of this wellness policy in the District Office and/or on the District's central computer network. Documentation maintained at this location includes, but is not limited to:

- a) The written wellness policy;
- b) Documentation demonstrating that this wellness policy has been made available to the public;
- c) Documentation of efforts to review and update this wellness policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- d) Documentation demonstrating compliance with the annual public notification requirements;
- e) The most recent triennial assessment on the implementation of this wellness policy; and
- f) Documentation demonstrating that the most recent triennial assessment results have been made available to the public.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

42 USC Sections 1758, ~~and~~ 1758b

7 CFR Sections 210.10, 210.11, ~~210.18~~, 210.31, and 220.8

~~USDA, SP 24 2017, Local School Wellness Policy: Guidance and Q&As (Apr. 6, 2017)~~

~~81 Fed. Reg. 50,151 (July 29, 2016) (codified at 7 CFR parts 210 & 220)~~

Education Law Section 915

8 NYCRR Section 135.4

~~Memorandum from N.Y. St. Educ. Department on Smart Snacks Standards and Fundraisers (Sept. 16, 2014)~~

NOTE: Refer also to Policy #5660 -- Meal Charging and Prohibition Against Meal Shaming
#7550 -- Dignity for All Students
#8240 -- Instruction in Certain Subjects

Adoption Date

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to reduce the current level of unexcused absences, tardiness, and early departures (referred to in this policy as "ATEDs"), encourage full attendance by all students, maintain an adequate attendance recordkeeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

Notice

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purposes, procedures and the consequences of non-compliance. To ensure that all students, parents/guardians, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented:

- a) The attendance policy will be included in the student handbook and will be reviewed with students at the start of each school year;
- b) Parents will receive a plain language summary of the attendance policy by mail at the start of each school year. Parents will be asked to sign and return a statement indicating that they have read and understand the policy;
- c) When a student is absent, tardy, or leaves early from class or school without an excuse, designated staff member(s) will notify the student's parent(s) by phone of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them;
- d) A back to school event will be held in the beginning of each school year to explain this policy and stress the parent's/guardian's responsibility for ensuring their children's attendance;
- e) School newsletters, publications and the District Web site will include components of this policy;
- f) The District will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment;
- g) All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation; and
- h) Copies of this policy will also be made available to any community member, upon request.
- i) Parents will be notified in writing of appropriate benchmarks.

General Procedures/Data Collection

- a) Attendance will be taken during each class period, grades Pre-K through 12;
- b) At the conclusion of each class period or school day, all attendance information shall be compiled by our student management system;
- c) The nature of the ATED shall be coded on a student's record;

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Students

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- d) Student ATED data shall be available to and should be reviewed by the designated school personnel in an expeditious manner;
- e) Where additional information is received (home instruction, suspension, field trips, appeal granted and school sponsored events) that requires corrections to be made to a student's attendance record, such correction will be made expeditiously. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules;
- f) Attendance data will be analyzed monthly to identify patterns or trends in student absences;
- g) Where consistent with other school practices, teachers and staff shall detain students outside of a traditional classroom who are absent from a class period without excuse and refer students to the building administrator;
- h) Continuous monitoring by the administration/attendance officer/designee will be conducted to identify students who are absent, tardy, or leave class or school early;
- i) Change coding of all classes in which satisfactory documentation was presented during the appeal process (including those classes that are not presently in the appeal process);
- j) Parents will be notified when Pre-K through 8 students in non-credit bearing classes fail to achieve the minimum attendance standard (at benchmarks) and the impact of the absences (if any) on academic achievement; The following steps will be taken at each specific benchmark for non-credit bearing classes.
- 7 Absences – Phone call from Teacher
 - 14 Absences – Scheduled meeting with Teacher
 - 18 Absences – Scheduled meeting with Teacher, Guidance Counselor & Attendance Officer
 - 20 Absences – Scheduled meeting with Teacher, Attendance Officer, and Superintendent;
- and
- k) Student may participate in the appeal process with or without a parent or guardian.

Denial of Credit for Not Meeting Minimum Attendance Standard

Courses taken for high school credit at the high school, middle school, and BOCES in which a student fails to achieve the Minimum Attendance Standard shall be subject to the Denial of Credit for that course. Parents/Guardians will be notified of attendance “warning” benchmarks as stated below. The Attendance Officer or a designee will reach out to parents for Level I and II. The Attendance Officer will call parents to notify them of Levels III & IV. The total number of excused and/or unexcused ATEDs for whatever reason shall result in the denial of credit at Level IV.

	<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Level IV</u>
Half Year Course:	4	6	8	10
Full Year Course:	7	14	18	20
Lab Course Full Year:	10	20	28	30 (Course and Lab Period Combined)

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The following steps will be taken at each specific benchmark:

- Level I – Letter/Email advising of reaching attendance benchmark
- Level II – Scheduled meeting for parent and student with the Attendance Officer and School Guidance Counselor
- Level III – Scheduled meeting for parent and student, Attendance Officer and Superintendent
- Level IV - DCA

Tardiness and Early Departure Equate to Absence

If a student misses twenty (20) or more minutes of a class period they are considered absent.

Advisory Period Lateness

After three (3) lateness to advisory during a marking period, the student will be required to meet with the Attendance Officer and School Guidance Counselor and a phone call will be made to the parent. For any additional lateness (five (5) or more) that marking period the student will receive a detention to be served in the morning the day after lateness. Failure to appear on time to the detention assigned will result in loss of after school activities and two (2) morning detentions assigned. Failure to appear again will result in In-School Suspension. At the start of a new marking period, the number will be reinstated at zero (0) lateness and then accumulate over that marking period.

Absences

All absences require a written note within twenty-four (24) hours of the return to school.

Other Regulations

- a) For each course when a student reaches the maximum ATEDs, the report card will show a Denied Credit Attendance (DCA) to indicate Denied Credit Attendance for all subsequent reporting periods and exams, including mid-term and final exams.
- b.) If student is eligible to take a ~~Regents Competency Test (RCT)~~ or Regents examination, pursuant to the Commissioner's Regulations, the score will be noted on the student's permanent record.
- c) Summer School Eligibility Requirement: any student who fails to continue to attend classes on a regular basis will not be eligible to attend summer school.
- d) Students entering the school after the first day shall have their attendance requirement pro-rated using the eighty-five percent (85%) minimum requirement.
- e) The attendance records of a student making a schedule change in the same subject area will be forwarded to the new teacher.

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SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY**Right to Appeal**

Students and parents/guardians will have a right to appeal any course that has been denied credit due to attendance. The appeal process is an effort to achieve fairness and to ensure that all circumstances are taken into account.

- a) A student, who, due to a chronic or recurring medical problem or a family crisis, for whom home instruction is not available or practical, reaches the maximum days of course absence, has the right to file a written appeal for a hearing with the Appeals Committee Chairperson within ten (10) days of the date of the loss of credit notice. The student and parent(s) or guardian(s) would appear at this meeting with appropriate, verifiable documentation to present to the committee. The committee then would rule on whether the student will continue as a regular student or be placed on a DCA audit.
- b) Appeals will be considered ONLY if the student has continued to attend class and do the required work.
- c) The excused/unexcused absences will be relevant only in the event of the appeal process.

Appeals Committee

The committee will be made up of two (2) faculty members, one (1) guidance counselor, one (1) attendance staff member and one (1) administrator.

Excused Absences

Possible excused absences include:

- a) College interviews/college visitations (documentation from university/college required)
- b) Court appearances (documentation from the court required)
- c) School-sponsored activities
- d) Military obligations (documentation from Military required)
- e) School to Work Program (verification from Guidance Department)
- f) School authorized situations (i.e., field trips, testing, music lessons, counseling, athletic events, physical therapy, occupational therapy, speech session)
- g) Death in the family
- h) Medical/Illness (~~doctor's note required~~) (medical document required directly from provider)
- i) Impassible weather
- j) Religious observance
- k) ~~Medical~~/Dental appointments with written note from provider

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- l) Road test
- m) Special Education evaluations authorized by the School District
- n) In School Suspension/Out of School Suspension

In the event that a student has medical documentation and receives approved home instruction for a duration of time, those absences will not be counted for purposes of the minimum attendance requirements. **Extended absences require application for homebound instruction.**

Unexcused Absences

- a) Family vacation/traveling
- b) Haircut
- c) Hunting/fishing
- d) Oversleeping/tired
- e) Went on a field trip the day before
- f) Working
- g) Babysitting
- h) Needed at home
- i) Missing the bus
- l) Play rehearsal ran late
- k) Working on a school project
- l) Needed to do homework
- m) Or any reason that is not on the ATED excused list

Policy Review

Each building level administrator will provide the Superintendent and the Board of Education with annual evaluation data and statistics on the implementation of this policy. The Board will review this data to determine the effectiveness and value of the policy for improving student attendance.

Attendance Incentives

The District will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. For example:

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- a) At the classroom levels, teachers are encouraged to assign special responsibilities to students who may need extra motivation to come to school.

Disciplinary Consequences of Excessive Absences

When the administration deems appropriate, it may use the following list of sanctions to encourage improved attendance.

- a) Loss of the right to play sports.
- b) Loss of the right to participate in extracurricular activities.
- c) Loss of the right to attend school-related activities.
- d) Attendance at meeting with parents/guardians, administration, and counselor to discuss impact of excessive absences.
- e) Repetition of course or grade level due to excessive absences.

Additional Consequences of Excessive Absences

- a) Referral to the Multi-Tiered System of Supports Specialist(s) to review the student profile and develop specific interventions.
- b) When appropriate, referrals will be made to outside agencies for additional support towards the attendance problem.

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

Adopted: 8/25/08
Revised: 8/17/09, 6/13/11, 08/31/20, 08/30/21, 01/17/23