February 2025 Policy - First Reading Packet

Policy Number	Policy Title	Explanation	Adopted BOCES Update	Revised by SH	Keep Current Policy	Deleted	Date of Vote	Not voted upon
5661	Wellness	**Required policy. Customization required.** Revised following a review of the Alliance for a Healthier Generation's Model Local School Wellness Policy -- Policy Guidance and the New York State Wellness Policy Assessment Tool, as well as the use of WellSAT: 3.0, which is a quantitative assessment tool that districts can use to evaluate their wellness policies. In the "Governance" section, the membership of the District Wellness Committee was expanded to include representatives from specialized instructional support personnel and community health professionals. A reference to building-level wellness teams was also added. In the "School Meals" section, language was added related to meal modifications for students with disabilities, qualified nutrition professionals managing school meals, and students with unpaid meal charges not being shamed or treated differently. Further, strategies to promote student health and combat childhood obesity were also included in this section. Additional strategies were added in the "Nutrition Promotion and Education" and "Physical Activity and Education" sections. In the "Food and Beverages Marketing in Schools" section, language was added to help illustrate the type of marketing that is prohibited. Finally, the policy language was reorganized for clarity. **Policy Committee recommends adopting with customization.**						
5681	School Safety Plans	Revised in response to amendments to 8 NYCRR Section 155.17 of the Commissioner's regulations relating to school safety plan requirements, which became effective July 31, 2024. As part of these amendments, changes were made to what is required to be in a district-wide school safety plan. This includes what information must be included in the procedures for the review and conduct of drills. Additionally, districts that utilize a Behavioral Assessment Team are required to include information about the team in the district-wide school safety plan. Districts that do not utilize a Behavioral Assessment Team are not required to create one in response to these amendments. The amendments also expanded the duties of the individual acting as the District Chief Emergency Officer to include ensuring that required evacuation and lock-down drills are conducted 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. Furthermore, under the amendments, the "building-level emergency response team" is now the "building-level emergency response planning team. **Policy Committee recommends adopting as is.**						
5683	Fire and Emergency Drills, Bomb Threats, and Bus Emergency Drills	Now titled "Evacuation, Lockdown, and Emergency Dismissal Drills". Revised in response to amendments to 8 NYCRR Section 155.17 of the Commissioner's regulations relating to school safety plan requirements, which became effective July 31, 2024. The revised regulations require that the procedures for the conduct of drills ensure that drills conducted during the school day with students present must be conducted in a trauma-informed, developmentally, and age-appropriate manner, among other new requirements for the conduct of drills. Furthermore, the amended regulations provide additional details on when evacuation, lockdown, and emergency dismissal drills must be conducted. The amended regulations also create new parental notification requirements for districts related to drills. **Policy Committee recommends adopting as is.**						
6213	Incidental Teaching	Revised to reflect the process for approval of incidental teaching assignments in districts. Currently, the District Superintendent is responsible for the approval of incidental teaching assignments. Districts should contact their local BOCES for information on requesting approval. Districts that are not a member of a BOCES should process applications through the nearest BOCES District Superintendent, or in the case of New York City public schools, through the Chancellor of the NYC Department of Education. **Policy Committee recommends adopting as is.**						
7220	Graduation Options/Early Graduation/Accelerated Programs	Now titled "Graduation Requirements". Revised as the content related to accelerated coursework and online courses was moved to separate policies due to recent changes in law and regulation. Furthermore, a link to where details on general education and diploma requirements can be found was added to the policy due to the ever-changing nature of these requirements. **Policy Committee recommends adopting as is.**						
7224	Advanced Coursework	Developed in response to Assembly Bill A514A, which added new section 817 to the Education Law, which became effective July 1, 2024. (Note that there are now two Education Law Sections 817.) Under this new law, districts must annually notify parents and students of the benefits and opportunities within the district of participating in advanced courses. At its July 2024 meeting, the Board of Regents amended 8 NYCRR Section 100.2(ll) in response to new Education Law Section 817. Under the revised regulations, districts are supposed to provide this notification by June 1 of each school year. **Policy Committee recommends adopting as is.**						
7225	Virtual Instruction	Developed in response to amendments to the Commissioner's regulations related to virtual instruction which become effective September 1, 2024. At its April 2024 meeting, the Board of Regents amended 8 NYCRR Sections 100.1, 100.2, and 100.5 related to virtual instruction. Under New York State regulations, virtual instruction is not the same as remote instruction. Remote instruction is instruction that occurs due to limitations on access to a brick-and-mortar classroom, while virtual instruction is an intentional learning course or program conducted through digital means. For districts that choose to offer virtual and/or blended instruction, the regulations define the parameters under which this instruction may be provided. **Policy Committee recommends adopting as is.**						

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 opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This wellness policy applies to all students, staff, and schools 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.

Governance

District Wellness Committee

The District has established a wellness committee that meets at least four times per year to oversee and establish goals for health and wellness policies and programs, including the development, implementation, and periodic review and update of this District-level wellness policy. The District Health and 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 outlets, 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;

b) Students;

c) Physical Education teachers;

d) School health professionals;

e) District food service program representatives;

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f) School Board;

g) School administrators;

h) General Education teachers;

i) Members of the public.

District Wellness Leadership

The following District officials are responsible for the implementation and oversight of this District-level wellness policy: Principal for Pupil Personnel Services and Community Relations Coordinator/Supervisor of Health Services.

The contact information for these individuals is: Districthealth@sweethomeschools.org.

These individuals will be referred to as District Wellness Coordinator(s) throughout this wellness policy.

The District Wellness Coordinator(s) will convene the District Health and Wellness Committee, facilitate the development of and updates to this wellness policy, and serve as 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, 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.

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

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publicize the name and contact information of the District official(s) leading and coordinating the District Health and 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 schools in the District are in compliance with this wellness policy;

b) The extent to which this wellness policy compares to model local school wellness policies; and

c) A description of the progress made in attaining the goals of this wellness policy.

The following District officials are responsible for managing the District's triennial assessment: Principal for Pupil Personnel Services; Athletic Director; Food Services Director; and Community Relations Coordinator/Supervisor of Health Services.

The contact information for these individuals is: Districthealth@sweethomeschools.org.

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

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

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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;

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 Health and 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.

Nutrition Guidelines

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.

a) The District Food Services Department will take every measure to ensure that all food and beverages offered for student consumption meet federal, state and local regulations and guidelines.

b) The District will offer a variety of age appropriate healthy food and beverage choices for all educational levels, including food and beverage choices that meet the USDA Choose Sensibly Guidelines.

c) All food and beverages sold on campus will include a variety of age appropriate healthy foods. This includes vending machines, a la carte sales, student stores and beverage contracts.

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d) The District will make food and beverage choices based on nutrition and not profit.

e) Whenever possible the District School Nutrition program shall strive to incorporate local foods into school meals, while following mandated procurement policies.

School Meals

The District is committed to promoting student health and reducing childhood obesity by:

a) Serving meals that meet or exceed nutrition requirements established by local, state, and federal laws and regulations. Minimum standards set forth by the USDA (National School Breakfast/Lunch Program) are:

1. Four fruits and/or non-fried vegetables per day;

2. Only 1% and fat-free milk served;

3. All grains must be 51% whole grains;

4. Eliminates trans fats, using low fat versions of foods or low fat cooking methods.

b) Ensuring all students have a scheduled lunch period;

c) Providing all students with adequate time (20 minutes) to consume meals;

d) Promoting healthy food and beverage choices;

e) Preparing meals that are appealing and attractive to students;

f) Serving meals in clean and pleasant settings;

g) Having lunch follow the recess period when possible to better support learning and healthy eating; and

h) Encouraging student participation in federal Child Nutrition Programs.

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

All schools within the District participate in the following federal Child Nutrition Programs: National School Breakfast and Lunch Program.

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The District also operates additional nutrition-related programs and activities, including: Farm to Schools; Breakfast After the Bell (Middle/High School); and Community Eligibility Provision Program (Elementary Buildings).

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

Staff Qualifications and Professional Development

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

Water

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

Nutrition Guidelines for Foods Available on Campus During the School Day, but Not Sold

The District Health and Wellness Committee supports nutrition standards of all foods sold or provided on school campus outside the USDA School Meals (competitive foods) during the school day. The goal is to encourage healthy lifelong eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate proportion size.

Nutrition Standards

The District is committed to ensuring that all food 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 during the school day will meet or exceed the USDA Smart Snack in School Nutrition standards.

Class Parties and School Celebrations

Students will no longer be allowed to bring in food items to distribute to classmates for birthdays. Food can be brought in for other holiday and year-end celebrations, but must be from the pre-approved list below. Those items on the list** are acceptable and peanut and tree nut free:

a) Raisins;

**Food items brought in MUST be from this list OR preapproved by the nurse prior to the day of the celebration.

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b) Fruit or Vegetables (pre-cut at the store);

c) Pretzels (Rold Gold: rod and braided twists, Utz – all varieties);

d) Smart Food white cheddar popcorn (black bag);

e) Prepackaged Rice Crispy Treats (blue package);

f) Popsicles (no cream centers);

g) Nabisco Oreos (blue or gold package only);

h) Nabisco Teddy Grahams;

i) Pepperidge Farms Goldfish crackers (original flavor only);

j) Barnum's Animal Crackers; and

k) Organic Fruit Strips (Wegmans or Cliff).

Fundraising

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.

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. When possible, 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.

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. The District is aware that certain signage may market foods inconsistent with this wellness policy. While the immediate replacement of signage is not required, as these items are replaced the District will look to purchase marketing materials consistent with this plan.

Nutrition Education

a) Students in grades kindergarten through 12 receive nutrition education that is interactive and teaches the skills they need to adopt a healthy lifestyle.

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b) Nutrition education is available by grade level on the Food Service website for teachers and parents. The school cafeteria will continue to promote new menu items through taste tests, Harvest of the Month, as well as in the classroom in coordination between food service personnel and teachers as requested.

c) Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes and community.

d) District health education curriculum standards and guidelines include both nutrition and physical education.

e) Nutrition is integrated into the core curricula when appropriate.

f) Schools link nutrition education activities with the coordinated school health program.

g) Teaching staff who provide nutrition education have the appropriate training. The District will provide appropriate nutrition education training for teachers and other staff if deemed necessary.

h) School Nutrition Program will follow rules as outlined by the Healthier Hunger Free Kids Act of 2010; all Elementary Schools will continue to be enrolled as Healthier US School Challenge Schools.

i) District health and physical education teachers should provide a comprehensive (K through 12) curriculum that follow New York State and National Health Standards. Those standards should be distributed to all teachers.

j) Nutrition education programs should include specific information relating to healthy body image, portion size, weight management and eating disorders.

Physical Activity and Education

a) Students are given opportunities for physical activity throughout the school day through activities including, but not limited to, physical education classes, health classes, daily recess periods for elementary students and integration of physical activity in the classroom as appropriate.

b) Health and Physical Education classes are taught by certified personnel.

c) Devise and implement strategies that continually. meet the New York State mandate for physical education, including moderate/vigorous physical activity for 50% of physical education class time.

d) Devise and implement strategies to meet a requirement of student/teacher ratios of 30/1 in physical education classes in grades 6-12.

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SUBJECT: WELLNESS (Cont'd.)

e) District physical education curriculum standards and guidelines will reflect both the New York State Learning Standards as well as the National Standards.

f) Students are given the opportunities for physical activity through both before and after school programs including physical activity clubs, intramurals and interscholastic athletics.

g) Activities or equipment are, 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 the specific provisions in 504 Plans and/or individual 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 the student's IEP, if the student. may be eligible for adapted physical education.

h) Schools encourage parents to support their student's participation in physical activity, to be physically active role models and to include physical activity in family events. The District will annually provide tips on incorporating physical activity into a healthy lifestyle via the District newsletter.

i) The District will provide training to teaching staff to enable promotion of enjoyable, lifelong physical activity among students.

Other School-Based Activities

a) The District will provide a clean and safe meal environment for students, faculty and staff.

b) Appropriate school personnel will be made aware of all students with food allergies.

c) The District will ensure adequate time (20 minutes) for students to enjoy eating a healthy meal by providing adequate seating space and serving areas in school cafeterias. Lunch will be served as close to the middle of the school day as possible.

d) The District prohibits the use of food as reward or punishment.

e) The District does not deny student participation in school recess or other physical activity as a form of punishment or classroom make-up time.

f) The District will ensure that elementary after school programs include regular physical activity and healthy eating habits.

g) School grounds and facilities will be made available to students, staff, and 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.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

h) The District will encourage all students to participate in school meal programs including the National School Lunch and School Breakfast programs and protects the identity of students who are eligible for free and reduced meals.

i) The District will provide families information about Food Nutrition Services Programs such as SNAP and WIC.

j) The District will provide water fountains in all student eating areas.

k) The District will continue to explore/maintain its involvement in the Community Eligibility Provision (CEP) Program which allows schools to serve breakfast and lunches at no cost without collecting free and reduced meal applications.

Public Notification

a) The Wellness Policy will be available to the public via the District website, Food Service webpage, calendar and handbook, and newsletter.

b) This plan must be reviewed by building level administrators at opening faculty meetings.

Monitoring/Review

a) The Superintendent or designee will ensure compliance with established District-wide nutrition and physical activity wellness policies.

b) School Food Service staff will ensure compliance with nutrition policies within school food service areas.

c) The District Wellness Policy will be reviewed each year by both the District Policy Committee and Health and Wellness Committee.

42 USC §§ 1758 and 1758b
7 CFR §§ 210.10, 210.11, 210.18, 210.31, and 220.8
USDA, SP 24-2017, Local School Wellness Policy: Guidance and Q&As (Apr. 6, 2017)
81 Fed. Reg. 50,151 (July 29, 2016) (codified at 7 CFR parts 210 & 220)
Education Law § 915
8 NYCRR § 135.4
Memorandum from N.Y. St. Educ. Department on Smart Snacks Standards and Fundraisers (Sept. 16, 2014)

NOTE: Refer also to Policy #5660 -- Meal Charging and Prohibition Against Meal Shaming

Adopted: 5/9/06
Revised: 4/19/16; 6/18/19

Non-Instructional/Business Operations

SUBJECT: WELLNESS

[*Districts which participate in the National School Lunch Program and/or School Breakfast Program are required to have a wellness policy which is required to have certain elements. It is recommended that all districts adopt a wellness policy. This wellness policy must be customized by your District.*]

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 that there are opportunities for all students and personnel to practice healthy eating and physical activity behaviors throughout the school day. 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, personnel, and schools 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.

Governance

District Wellness Committee

[*The local school wellness policy must contain a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.*]

The District has established a wellness committee that meets at least **three** 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.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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;

f) District food service program representatives;

g) School Board;

h) Community health professionals such as dieticians, doctors, nurses, or dentists;

i) School administrators;

j) General Education teachers;

k) Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators; and

l) The general public.

District Wellness Leadership

[*The local school wellness policy must identify the position of the school official(s) or school official(s) responsible for the implementation and oversight of the local school wellness policy to ensure each school's compliance with the policy.*]

The following District official is responsible for the implementation and oversight of this District-level wellness policy:

__**Assistant Superintendent for Finance & Plant Services**

[***District to list title of position responsible for oversight of the District-level wellness policy. It is recommended that a District administrator with the authority to enforce this wellness policy be selected.***]

(Continued)

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The contact information for this individual is:

- **dfeldmann@sweethomeschools.org**
  [***An email address is sufficient. Consider creating a generic email such as wellness@yourschooldistrict.org***.]

This individual will be referred to as District Wellness Coordinator throughout this wellness policy.

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

~~Building-Level Wellness Teams~~

~~The District encourages individual buildings within the District to establish an ongoing building-level wellness committee that supports the implementation of this policy and the efforts of the District Wellness Committee.~~

Wellness Policy Implementation, Monitoring, and Accountability

[*The local school wellness policy must contain a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public, as required in 7 CFR Section 210.31(d), public involvement and notification, and 7 CFR Section 210.31(e), implementation assessments and updates.*]

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.

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 schools in the District are in compliance with this wellness policy;

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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 is responsible for managing the District's triennial assessment:

Director of Athletics
[*District to list title of position responsible for managing the triennial assessment. This individual can be the same as the individual responsible for the oversight of this wellness policy.*]

The contact information for this individual is:

cschiumo@sweethomeschools.org
[*An email address is sufficient. Consider creating a generic email such as wellness@yourschooldistrict.org.*]

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

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.

School Meals

[*The local school wellness policy must contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with applicable requirements set forth under 7 CFR Section 210.10, meal requirements for lunches and requirements for after-school snacks, and 7 CFR Section 220.8, meal requirements for breakfast, as well as promote student health and reduce childhood obesity.*]

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.~~*] All school meals will meet or exceed nutrition requirements established by local, state, and federal laws and regulations.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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.

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 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~~.*]

The District promotes student health and aims to reduce childhood obesity by:

a) 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;

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SUBJECT: WELLNESS (Cont'd.)

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.

d) Providing all students with adequate time to 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;

e) Promoting healthy food and beverage choices;

f) Offering a variety of foods and beverages that are appealing and attractive to students;

g) Serving meals in clean and inviting settings;

h) Having lunch follow the recess period to better support learning and healthy eating;

i) Posting menus on the District website and including nutrient content and ingredients;

j) When feasible, purchasing, promoting, and serving fresh fruits, vegetables, and other foods from local farmers; and

k) Not serving food and beverages where natural sugar has been replaced with high-intensity sweeteners or non-nutritive sweeteners.

Child Nutrition Programs aim to improve the diet and health of 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.

District food service 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).

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students and 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 local school wellness policy must contain standards for all 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; 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.*~~] – **meet or exceed the USDA Smart Snack in School nutrition standards when possible.**

Competitive Foods and Beverages

[*The local school wellness policy must contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the nutrition standards set forth under 7 CFR Section 210.11, competitive food service and standards (i.e., the USDA Smart Snacks in School nutrition standards).*]

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 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.

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.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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 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 *[*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; 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.*] **meet or exceed the USDA Smart Snack in School nutrition standards when possible.**

Food and Beverages Marketing in Schools

[*The local school wellness policy must include requirements for marketing and advertising on the school campus during the school day of only those foods and beverages that meet the nutrition standards under 7 CFR Section 210.11, competitive food service and standards (i.e., the USDA Smart Snacks in School nutrition standards).*]

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;

b) On vending machines;

c) In educational materials, including textbooks;

d) In advertisements in District publications and District mailings;

e) During broadcasts on District radio stations and in-school television;

f) Through digital media, such as computer screensavers;

g) Through District-operated or District-sponsored websites and servers; and

h) Through the District's public announcement system.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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**
[*The local school wellness policy must contain specific goals for nutrition promotion and education. In developing these goals, districts must review and consider evidence-based strategies and techniques.*]

Nutrition promotion and education positively influence 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;

b) Cultivating a school environment that promotes a healthy body image, shape, and size among students and personnel;

c) Encouraging and promoting food purchases from local vendors and advertising local farmers markets to families;

d) Promoting nutrition education activities that involve parents, students, and the community;

e) Promoting school and community awareness of this wellness policy through various means, such as publication on the District website;

f) Encouraging and promoting wellness through social media, newsletters, and an annual family wellness event;

g) 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;

**District to customize section on Nutrition Promotion and Education to reflect actual District practices. Sample language has been provided for your District's review. The District may want to include District-specific measurable goals for nutrition education that are designed to promote student wellness.*

(Continued)

SUBJECT: WELLNESS (Cont'd.)

h) 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;

i) Providing families and teachers with a list of healthy party ideas, including non-food celebration ideas;

j) Providing families with a list of classroom snacks and beverages that meet USDA Smart Snacks in School nutrition standards;

k) Discouraging personnel from using food as a reward or withholding food as punishment under any circumstance – teachers and other appropriate school personnel will be provided with a list of alternative ways to reward students; and

l) Encouraging District personnel to model healthy eating, drinking, and physical activity behaviors for students.

***Physical Activity and Education**

Physical Activity

[*The local school wellness policy must contain specific goals for physical activity. In developing these goals, districts must review and consider evidence-based strategies and techniques.*]

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.

**District to customize section on Physical Activity and Education to reflect actual District practices. Sample language has been provided for your District's review. The District may want to include District-specific measurable goals for physical activity.*

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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 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.

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 through programs such as Safe Routes to School. 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.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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's schools.

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 personnel receive professional development relevant to physical education on an annual basis;

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

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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 local school wellness policy must contain specific goals for other school-based activities that promote student wellness. In developing these goals, districts must review and consider evidence-based strategies and techniques.*]

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:

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.

Community Access to District Facilities for Physical Activities

School grounds and facilities will be made available to students, 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.

**District to customize section on Other School-Based Activities that Promote Student Wellness to reflect actual District practices. Sample language has been provided for your District's review.*

(Continued)

SUBJECT: WELLNESS (Cont'd.)

When feasible, the District will offer annual professional learning opportunities and resources for 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 personnel understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District 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

[*The local school wellness policy must contain a description for reporting local school wellness policy content and implementation issues to the public, as required in 7 CFR Section 210.31(d), public involvement and notification, and 7 CFR Section 210.31(e), implementation assessments and updates.*]

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 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 leading and coordinating the District Wellness Committee, as well as information on how the community may get involved with the District Wellness Committee.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

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.

42 USC Sections 1758 and 1758b
7 CFR Sections 210.10, 210.11, 210.31, and 220.8
Education Law Section 915
8 NYCRR Section 135.4

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

Adopted: 5/9/06
Revised: 4/19/16; 6/18/19;

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan(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.

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. At the discretion of the Board, a student may be allowed to participate on the District-wide school safety team.

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, such as:

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; and

4. Extended day and other school safety programs;

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;

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 staff 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;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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 and 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 staff and students, provided that the District must certify to the Commissioner that all staff 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 and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

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 and between students and staff and 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 staff, law enforcement, and other first responders;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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 staff 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;

6. Coordinating appropriate safety, security, and emergency training for District and school staff, including required training in the emergency response plan;

7. Ensuring the conduct of required evacuation and lock-down drills 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; and

u) An emergency remote instruction plan.

Building-Level Emergency Response Plan

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 team. The building-level emergency response team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response 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.

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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

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

Adopted: 5/9/06
Revised: 10/19/10; 11/21/17; 5/19/20; 4/20/21; 3/15/22; 3/21/23

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and ~~staff~~ 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. At the discretion of the Board, a student may be allowed to participate on the District-wide school safety team.

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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;

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, ~~such as~~ 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; ~~and~~

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;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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;

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 ~~staff~~ 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 ~~and~~ 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 ~~staff~~ personnel and students, provided that the District must certify to the Commissioner that all ~~staff~~ 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;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

n) Procedures for the review and conduct of drills, ~~and other exercises to test components of the emergency response plan, including the use of~~ 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;

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, ~~and~~ and between students and ~~staff~~ 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;

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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 ~~staff~~ 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 ~~staff~~ 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;

6. Coordinating appropriate safety, security, and emergency training for District and school ~~staff~~ 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; ~~and~~

u) An emergency remote instruction plan~~.~~; and

v) Appropriate accommodations for students with life-threatening health conditions.

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

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 § 2801-a
Labor Law § 27-c
8 NYCRR § 155.17

Adopted: 5/9/06
Revised: 10/19/10; 11/21/17; 5/19/20; 4/20/21; 3/15/22; 3/21/23;

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS

Fire and Emergency Drills

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

Fire and emergency drills will be held at least 12 times in each school year; eight of these will be completed by December 31. Eight of all drills will be evacuation drills, four will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits. The other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.

Summer School

At least two additional drills will be held during summer school in buildings where summer school is held, and one of these drills will be held during the first week of summer school.

After-School Programs, Events, or Performances

The building principal or designee will require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of these programs the procedures to be followed in the event of an emergency.

Bomb Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal act. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school. This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat-location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

(Continued)

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS (Cont'd.)

Implementation

The Superintendent or designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide school safety plan and the building-level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building-level emergency response plans; and the annual review of the District-wide and building-level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.

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:

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.

(Continued)

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS (Cont'd.)

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 §§ 807, 2801-a, 3623, and 3635-a
Penal Law Article 240
8 NYCRR §§ 100.2(c), 155.17, and 156.3

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

Adopted: 5/9/06
Revised: 12/20/11; 6/18/14; 11/21/17; 3/21/23

SUBJECT: ~~FIRE~~ EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS~~, BOMB THREATS, AND BUS EMERGENCY DRILLS~~

~~Fire and Emergency 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 ~~fire and emergency~~ drills, in the event of a sudden emergency.

~~Fire and emergency drills will be held at least 12 times in each school year; eight of these will be completed by December 31. Eight of all drills will be evacuation drills, four will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits. The other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.~~

~~Summer School~~

~~At least two additional drills will be held during summer school in buildings where summer school is held, and one of these drills will be held during the first week of summer school.~~

~~After-School Programs, Events, or Performances~~

~~The building principal or designee will require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of these programs the procedures to be followed in the event of an emergency.~~

(Continued)

SUBJECT: ~~FIRE~~ EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS~~, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)

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:

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.

(Continued)

SUBJECT: ~~FIRE~~ EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS~~, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)

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.

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 Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal act. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school.

(Continued)

SUBJECT: ~~FIRE~~ EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS~~, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)

This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat-location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

~~Implementation~~

~~The Superintendent or designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide school safety plan and the building-level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building-level emergency response plans; and the annual review of the District-wide and building-level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.~~

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:

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;

(Continued)

SUBJECT: ~~FIRE~~ EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS~~, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)

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 §§ 807, 2801-a, 3623, and 3635-a
Penal Law Article 240
8 NYCRR §§ 100.2(c), 155.17, and 156.3

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

Adopted: 5/9/06
Revised: 12/20/11; 6/18/14; 11/21/17; 3/21/23;

SUBJECT: INCIDENTAL TEACHING

The Superintendent may assign a teacher to teach a subject not covered by such teacher's certificate or license for a period not to exceed five (5) classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment efforts, and provided that approval of the Commissioner of Education is obtained in accordance with the requirements as enumerated in Commissioner's Regulations.

Not later than twenty (20) business days after such an assignment, the Superintendent shall submit for approval an application, in a form satisfactory to the Commissioner, containing the following information:

a) Evidence of extensive recruitment of a teacher certified in the appropriate area;

b) The name and certification status of the teacher given such assignment;

c) The subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in the subject being taught on an incidental basis;

d) The qualifications of the teacher to teach such subject on an incidental basis;

e) The specific reasons why an incidental assignment is necessary;

f) The anticipated duration of the incidental teaching assignment; and

g) The number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

To be approved, the application shall demonstrate to the satisfaction of the Commissioner that an incidental teaching assignment is necessary, that the teacher assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of Commissioner's Regulations have been met.

The Commissioner will issue a determination within twenty (20) business days of receipt of the District's application.

In the event that the application is disapproved, the Superintendent, within seven (7) business days of receipt of the notice of disapproval, shall terminate the incidental assignment. In the event that the application is approved, such approval shall be deemed to have commenced on the date of the incidental teaching assignment and shall terminate on the last day of the school year for which it is granted.

(Continued)

SUBJECT: INCIDENTAL TEACHING (Cont'd.)

The Superintendent may renew an incidental teaching assignment, in accordance with the requirements of Commissioner's Regulations, for any subsequent school year. In addition to submitting to the Commissioner the information noted above for initial approval of an incidental teaching assignment, a renewal application must provide a number of assurances, including that the teacher assigned a course on an incidental basis has completed, or has agreed to complete, within the prescribed time period, at least three (3) semester hours of credit or the equivalent leading to certification in the subject area of the incidental assignment.

8 NYCRR Section 80-5.3

Adopted: 5/9/06

SUBJECT: INCIDENTAL TEACHING

The Board will comply with all applicable laws and regulations regarding incidental teaching. Any updates to applicable laws and regulations, whether temporary or permanent, will supersede any conflicting language in this policy. As a result, different incidental teaching rules may apply in certain years.

Generally, t~~T~~he Superintendent may assign a teacher to teach a subject not covered by ~~such~~ that teacher's certificate or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment efforts, and provided that approval of the ~~Commissioner of Education~~ District Superintendent is obtained ~~in accordance with the requirements as enumerated in Commissioner's Regulations~~.

Not later than 20 business days after ~~such an~~ this assignment, the Superintendent ~~shall~~ must submit for approval an application, in a form satisfactory to the ~~Commissioner~~District Superintendent, containing the following information:

a) Evidence of extensive recruitment of a teacher certified in the appropriate area;

b) The name and certification status of the teacher given ~~such~~ the assignment;

c) The subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in the subject being taught on an incidental basis;

d) The qualifications of the teacher to teach ~~such~~ that subject on an incidental basis;

e) The specific reasons why an incidental assignment is necessary;

f) The anticipated duration of the incidental teaching assignment; and

g) The number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

To be approved, the application ~~shall~~ must demonstrate to the satisfaction of the ~~Commissioner~~ District Superintendent that an incidental teaching assignment is necessary, that the teacher assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of Commissioner's Regulations have been met.

The ~~Commissioner~~ District Superintendent will issue a determination within 20 business days of receipt of the District's application.

(Continued)

SUBJECT: INCIDENTAL TEACHING (Cont'd.)

~~In the event that~~ If the application is disapproved, the Superintendent, within seven business days of receipt of the notice of disapproval, ~~shall~~ will terminate the incidental teaching assignment. ~~In the event that~~ If the application is approved, ~~such~~ this approval ~~shall~~ will be deemed to have commenced on the date of the incidental teaching assignment and ~~shall~~ will terminate on the last day of the school year for which it is granted.

The Superintendent may renew an incidental teaching assignment, in accordance with the requirements of Commissioner's Regulations, for any subsequent school year.

~~In addition to submitting to the Commissioner the information noted above for initial approval of an incidental teaching assignment, a renewal application must provide a number of assurances, including that~~ To obtain a renewal, the Superintendent, as soon as possible after learning that the continued assignment of an incidental teacher is necessary, must submit an application which, in addition to including the information noted above for the initial approval of an incidental teaching assignment, must provide assurances by the Superintendent that:

a) The teacher who previously taught the course on an incidental basis has been offered the opportunity to continue to teach the course or has not been offered an opportunity because the Superintendent has evidence that the course was not taught in an acceptable manner;

b) ~~t~~The teacher assigned a course on an incidental basis has completed, or has agreed to complete, within the prescribed time period, at least three semester hours of credit or ~~the~~ a satisfactory equivalent leading to certification in the subject area of the incidental assignment~~.~~; and

c) The teacher assigned to teach the course will be reimbursed by the District for the tuition cost of any portion of the three semester hours of credit or the equivalent required that is taken by the teacher at the request of the District, and satisfactory evidence that the teacher has been reimbursed in the event the teacher who is assigned has previously taught the course on an incidental basis, under a previous renewed approval.

8 NYCRR Section 80-5.3

Adopted: 5/9/06
Revised:

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS

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.

Pathways to Graduation

Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.

Early Graduation

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to graduation early in making its decision.

Accelerated Programs

Eighth Grade Acceleration for Diploma Credits

Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Advanced Placement (AP)

Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.

(Continued)

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS (Cont'd.)

Dual Credit for College Courses

Students who have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with the District. Students who wish to enroll in college-level coursework must meet all academic, grade level, and coursework requirements. These opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day. The Board will not pay tuition and other related costs for those high school students enrolled in college courses.

Online Coursework

The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.

To receive credit for online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam or other assessment in the subject area.

8 NYCRR §§ 100.1(i), 100.2(f), 100.4(d), 100.5, 100.6, and 200.5

NOTE: Refer also to Policies #7222 -- Diploma or Credential Options for Students with Disabilities
#7223 -- Participation in Graduation Ceremonies and Activities

Adopted: 5/9/06
Revised: 2/14/12; 9/16/14; 1/16/18

SUBJECT: GRADUATION REQUIREMENTS ~~OPTIONS/EARLY GRADUATION/ ACCELERATED PROGRAMS~~

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.

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

~~**Pathways to Graduation**~~

~~Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.~~

Early Graduation

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to graduation early in making its decision.

~~**Accelerated Programs**~~

~~Eighth Grade Acceleration for Diploma Credits~~

~~Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.~~

~~Advanced Placement (AP)~~

~~Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.~~

(Continued)

SUBJECT: GRADUATION REQUIREMENTS ~~OPTIONS/EARLY GRADUATION/ ACCELERATED PROGRAMS~~

~~**Dual Credit for College Courses**~~

~~Students who have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with the District. Students who wish to enroll in college-level coursework must meet all academic, grade level, and coursework requirements. These opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day. The Board will not pay tuition and other related costs for those high school students enrolled in college courses.~~

~~**Online Coursework**~~

~~The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.~~

~~To receive credit for online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam or other assessment in the subject area.~~

8 NYCRR §§ 100.1(i), 100.2(f), 100.4(d), 100.5, 100.6, and 200.5

NOTE: Refer also to Policies #7222 -- Diploma or Credential Options for Students with Disabilities
#7223 -- Participation in Graduation Ceremonies and Activities

Adopted: 5/9/06
Revised: 2/14/12; 9/16/14; 1/16/18;

SUBJECT: ADVANCED COURSEWORK

Overview

The District acknowledges that advanced coursework can foster academic excellence, enhance critical thinking skills, and prepare students for college and career success. In light of the potential benefits and opportunities of advance coursework, the District is committed to offering a variety of advanced coursework options.

For purposes of this policy, "advanced coursework" means any middle, high school, or college level honors, gifted, accelerated, advanced placement, international baccalaureate, dual enrollment, or concurrent-enrollment course, or a course that would offer the ability for a student to earn college credit and/or an industry recognized certification.

Types of Advanced Coursework

The District offers a variety of advanced coursework options, including but not limited to:

a) Accelerated Coursework for Eighth Grade Students

Eighth grade students have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, world languages, art, music, career and technical education subjects or science courses. Using written criteria, the Superintendent or designee will determine whether an eighth grade student has demonstrated readiness to take high school courses.

By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Credit may be awarded upon successful completion of an accelerated course and passing related examinations if certain conditions are satisfied.

b) Advanced Placement (AP)

Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.

(Continued)

SUBJECT: ADVANCED COURSEWORK (Cont'd.)

c) Dual Credit for College Courses

Students who have demonstrated readiness for college-level courses and meet all necessary prerequisites may matriculate at any college that has a cooperative agreement with the District. Collegiate opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day.

Notification

By June 1 of each school year, the District will annually notify students and parents of the benefits and opportunities within the District of participating in advanced courses. This notification will be provided electronically or by mail. This notification must also be posted on the District website.

Notification of advanced coursework must be provided to all students in every grade beginning in either grade 5 or one grade prior to the first year that advanced coursework is offered by the District, whichever grade comes first.

This notification will include:

a) The benefits of participating in advanced courses;

b) A description of the advanced courses offered by the District in middle and high school and how to prepare for and enroll in them;

c) A description of the advanced courses to be offered by the District in the following school year; and

d) A description of the academic and non-academic support the District provides to help students succeed in advanced courses, as well as any financial assistance available to reduce or eliminate any costs associated with participation in advanced courses, including, but not limited to, related fees, supplies, and assessments.

Education Law Section 817
8 NYCRR Section 100.2(ll)(2) and 100.4(d)

Adopted:

SUBJECT: VIRTUAL INSTRUCTION

Overview

Virtual instruction has been part of the educational landscape in New York schools for decades. Under New York State regulations, virtual instruction is not the same as remote instruction. Virtual instruction is an intentional learning course or program conducted through digital means while remote instruction is instruction that occurs due to limitations on access to a brick-and-mortar classroom.

The District is not required to offer virtual instruction and/or blended instruction but may do so in certain circumstances.

Definitions

For purposes of this policy, the following definitions apply:

a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

b) "Blended instruction" means instruction provided by a teacher, as prescribed in regulation, that is designed for delivery part of the time as synchronous instruction in an in-person learning environment, and part of the time as synchronous, or synchronous and asynchronous, instruction in a virtual learning environment where there is regular and substantive interaction between the student and teacher.

c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

   1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

   2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.

d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

e) "Virtual instruction" means synchronous, or synchronous and asynchronous, instruction provided by a teacher that is designed for delivery in a virtual learning environment where there is regular and substantive interaction between the student and teacher.

(Continued)

SUBJECT: VIRTUAL INSTRUCTION (Cont'd.)

f) "Virtual learning environment" means an instructional and learning environment facilitated through digital video-based technology and/or a combination of an online learning management system and video-conferencing technology, where teacher-to-student, student-to-student, and/or student-to-content interactions occur solely through digital, internet-connected technology.

Virtual Instruction and Blended Instruction

If offered by the District, a student, with permission from their parents and/or persons in parental relation as applicable, may choose to receive virtual instruction and/or blended instruction, subject to certain conditions.

Before enrolling a student in virtual instruction and/or blended instruction, the District will ensure that the student has access to the digital, internet-connected technology and internet access necessary to receive and participate in virtual instruction.

When offered by the District, the District will ensure that virtual instruction and blended instruction:

a) Align with applicable New York State Learning Standards;

b) Are provided in accordance with enrolled students' individualized education programs to ensure the continued provision of a free appropriate public education;

d) Provide for documentation of student mastery of the learning outcomes;

e) Are provided in a manner consistent with the defined terms in this policy;

f) Satisfy the unit of study and unit requirements in regulation; and

g) Are provided by an appropriately certified teacher from the District, from a BOCES that the District has contracted with to provide instruction in the subject area, or from a district who provides instruction in the subject area under a shared service agreement.

A student with a disability who is receiving virtual instruction and/or blended instruction must continue to receive educational services to enable the student to receive a free appropriate public education.

8 NYCRR Sections 100.1, 100.2(u), and 100.5

Adopted: