ARTICLE I

COMMUNITY RELATIONS

1. Communication with the Public

A School Public Relations 1110

B. Public Access to School District Records 1111

2. Participation by the Public

A. Visit to Schools
1. Courtesy Card 1240
2. Senior Citizens 1240.1
3. School Officials 1240.2
4. Retired Staff 1240.3
5. Friends of the School 1240.4
6. Sign Language Interpreters for Deaf Parents 1241

3. Public Activities Involving Staff, Students or School Facilities

A. Relations Between Public and School Personnel
1. Release of Information About Staff Members and Students 1310
2. Gifts to Schools 1313

B. Relations Between Public and Students
1. Commercial Interest for School Programs or Product Presentation 1315
2. Participation by School Groups in Out-of-School Activities 1321
3. Relations with Booster Organizations 1322
4. Student Sales of Merchandise in the Community 1324
5. Prohibition of Lotteries and Limitations on the Conduct of Raffles and Other Games of Chance 1325
6. Commercial Interest for Publications and Printed Matter 1326

C. Use of School Facilities
1. Use of School Facilities 1330
2. Blood Drives 1338

ARTICLE I

COMMUNITY RELATIONS

3. Public Activities Involving Staff, Students or School Facilities (Continued)
C. Use of School Facilities (Continued)

3. Safety Message - Evacuation of Building in Time of Emergency 1339.1
4. Safety Message for the Administration Building 1339.1a

D. Public Conduct on School Property 1340
1. Public Safety 1350
2. School Safety Plans and Teams 1355
3. Suicide Prevention 1356

4. Relations Between Other Governmental Agencies and Schools

A. Relationship of the School Board to State and Local Government 1410

5. Relations Between Non-Public Educational Organizations and Schools

A. Parochial and Private Schools
1. Loan of Textbooks 1610.1

Updated 8/2019
Updated 5/23/22
Updated 6/27/22

SCHOOL PUBLIC RELATIONS

It is the policy of the Board of Education that the parents, citizens, students, and taxpayers of the school district shall be kept well informed about the school system. The superintendent of schools shall be responsible for organizing and administering all school public relations activities. These shall include but not be restricted to:

1. Public notification of the date, time, and place of school board meetings and annual and special meetings;

2. Newsletters to all residences containing general information about the schools;

3. Utilization of social media and other electronic applications for dissemination of information;

4. Providing informative programs for community groups and organizations and making staff members available for such programs;

The primary focus of all of the district's public relations activities and publications shall be on the services the schools are providing for the youth of the community and any other relevant news that may impact the fiscal condition or operation of the District. The secondary focus of all public relations activities shall be on developments in public education in the state and nation.

On any occasion when a press release or other type of public information program or activity deals primarily with the Board of Education as a whole, its policy, its activity, or its intent, the superintendent of schools shall consult with the president of the school board before authorizing release of such information to the public. On any occasion when a press release mentions the name of any individual board member, the superintendent of schools shall clear such release with the board member involved prior to its release. Other than this all public information releases, programs, or activities shall require only the approval of the superintendent of schools.

Policy Submitted:
December 27, 1965

Policy Reviewed:
February 15, 1971

Policy Adopted:
August 28, 1973

School Public Relations (Continued)

Policy Revised:
January 24, 2022

PUBLIC ACCESS TO SCHOOL DISTRICT RECORDS

In accordance with requirements of the New York State Freedom of Information Law and in continuance of procedures governing the public's access to records of the Patchogue-Medford Schools, these regulations are set forth. The superintendent of schools, as chief administrator of the school district, shall assume prime responsibility for compliance with the spirit and details of these regulations. The superintendent of schools shall, at the superintendent's option, appoint staff members as the superintendent's designee to serve as records access officers.

Records access officers shall be responsible for insuring an appropriate response to requests by the public for access to records. They shall certify the authenticity of true copies of records; certify that the school district is not the legal custodian of certain records; or certify that certain other records cannot be found after a diligent search.

Records of the Patchogue-Medford Schools may be inspected at the Administrative Center of the district. The offices are located at 241 South Ocean Avenue, Patchogue, New York. The public shall have access to records on days when the offices are open for business between the hours of 9 a.m. and 12 noon, and 1:30 p.m.to 3:30 p.m. In addition, minutes of the meetings of the Board of Education shall be available at the Patchogue-Medford Public Library, located at 54-60 East Main Street, Patchogue, New York, during the hours when the library is open.

Requests for access to records of this school district shall be made by use or a formor facsimile of the form provided by the office of the superintendent of schools. Response to such requests shall be made within five (5) business days following receipt of the request. When more than five (5) business days are required for such response, acknowledgement of the receipt of the request and a statement of the reason for the delay, with an estimated date of compliance, shall be dispatched within five (5) business days.

A request for access to records should be sufficiently detailed to identify the records.Where possible, such requests shall include information regarding dates, titles, file designations, and all other information which may help identify the records.

A current listing, to be updated semi-annually, of all records produced, filed, or first kept or promulgated after September 1, 1974, shall be available for public inspection and copying. This subject matter list shall be kept on file in the office of the superintendent of schools.

Public Access To School District Records (Continued)

However, the school district shall not disclose matters which are of a personal nature to its employees. These matters shall include, but not be restricted to:

1. Matters which have been reported in confidence and which are not relevant or essential to the ordinary work of the school district;

2. Prior employment history, medical history, personnel references, non-business addresses or lists of same, confidential evaluation reports and other reports made and which are not relevant or essential to the ordinary business of the district without the expressed advance written approval of the employee;

3. Any items of a personal nature the disclosure of which would result in economic or personal hardship to the subject party when such records are not relevant or essential to the ordinary business of the school district;

4. Information concerning students which is prohibited to public disclosure by Section 438 of the General Education Provisions Act, which was enacted by the 93rd Congress and which is stipulated by Board of Education Policy #5125, and

5. Any other data the public disclosure of which is prohibited by law.

In accordance with Education Law § 2-d(5)(b)(1) and Section 121.5 of the Regulations of the Commissioner of Education, disclosure of personally identifiable information from the student records of the District, including directory information, to individuals or entities other than the parent/guardian or eligible student or which is not otherwise permitted by applicable consent or provision of Education Law § 2-d, shall be predicated upon a determination that the proposed use would benefit students and the District (e.g., improve academic achievement, empower parents and students with information, and/or advance efficient and effective school operations).

In accordance with Public Officers Law Section 87(6), the Records Access Officer will make a reasonable effort to notify an employee if the district is responding to a request for the employee's disciplinary records. The contact information on file with the District's Office of Human Resources will be used for purposes of this notification.

Upon proper request, a copy of a record will be prepared by machine provided by the district at a cost of 25 cents, payable in cash, for each face page or part thereof copied. Such copies shall be made only on paper having a dimension of 8 1/2 x 11 inches. Other charges for searches and inspections shall be promulgated and levied by the superintendent of schools in accordance with applicable laws and regulations. Records may not be removed by the requester from the office where such records are regularly housed.

Public Access To School District Records (Continued)

Denial of access to records shall be by written response within five (5) business daysof receipt of the request. The denial shall include the reason therefore, and shall advise the requester of the right to appeal such a decision to the Board of Education.

Requests for records not honored promptly as required by this policy shall be construed as a denial of access.

Appeals for denial of records under the Freedom of Information Law shall be made to the Patchogue-Medford Board of Education. Such an appeal shall be addressed tothe School District Clerk, Patchogue-Medford Schools, Administrative Center, 241 South Ocean Avenue, Patchogue, New York 11772. The Board of Education shall respond to such an appeal by identifying the date of the appeal; the date and location of the request; the specification of the records to which the requester was denied access; a statement as to whether such denial was by action or by failure to respond; and the name and address of the requester. The Board of Education shall decide such an appeal and inform the requester of its decision in writing within seven (7) business days of receipt of the appeal. A final denial of access of a requested record shall be subject to court review as provided for in Article 78 of the New York State Civil Practice Law and Rules.

Notice regarding the details of this policy shall receive general circulation to residences within the Patchogue-Medford School District.

Policy Adopted:
March 17, 1975
Policy Revised:
January 28, 1991
Policy Reviewed:
July 19, 1999
Policy Revised:
March 21, 2022
Policy Revised:
December 16, 2024

COMPLIMENTARY ADMISSION TO SCHOOL EVENTS

School Officials
Subsection 1240.2

Specific school officials will be entitled to attend school events free of any admission charge. For purposes of this policy, a school official is defined as a current member of the Board of Education, a current member of the central office administrative staff, the district clerk, the district treasurer, the district auditor, and school attorneys.

Policy Submitted:
January 18, 1971

Policy Adopted:
August 28, 1973

Policy Revised:
October 18, 1982

Policy Revised:
January 28, 1991

Policy Reviewed:
August 10, 1999

Policy Revised:
January 24, 2022

SIGN LANGUAGE INTERPRETERS FOR HEARING IMPAIRED PARENTS

The Board of Education assures parents or persons in parental relation who are hearing impaired the right to meaningful access to school-initiated meetings or activities pertaining to the academic and/or disciplinary aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to:

- Parent Teacher Conferences;
- Committee on Special Education (CSE) or building level team meetings;
- Planning meetings with school counselors regarding educational process;
- Career planning; and
- Suspension hearings or other conferences with school officials relating to disciplinary actions.

The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in School District meetings or activities.

The School District will provide an interpreter for the hearing-impaired parent if a written request for the service has been submitted to and received by the district within fourteen (14) days of the scheduled meeting or activity. If an interpreter is unavailable, the School District will then make other reasonable accommodations which are satisfactory to the parents (e.g., note-taker, transcript, decoder, or telecommunication device for the deaf). These services will be made available by the district at no cost to the parents.

The Board of Education directs the Superintendent of Schools or his/her designee to maintain a list of available interpreters and to develop procedures to notify parents of the availability of interpreter services, the time limitation for requesting these services, and of the requirement to make other reasonable accommodations satisfactory to the parents should an interpreter not be available.

Hearing-impaired parents are requested to submit the attached form to request accommodation of their disability within fourteen (14) days of the scheduled meeting or activity.

Ref: Americans with Disabilities Act of 1990, 42 U.S.C. §§12131-12134
Rehabilitation Act of 1973, 29 U.S.C. §794
Education Law §3230
8 NYCRR §100.2(aa)

Policy Adopted:
July 2, 1990

Sign Language Interpreters for Deaf Parents (continued)

Policy Reviewed:
August 24, 1999
Policy Revised:
January 24, 2022

RELEASE OF INFORMATION ABOUT STAFF MEMBERS, SCHOOL VOLUNTEERS AND STUDENTS

As required by the provisions of Section 2116 of the New York State Education Law, the records of this school district, except as provided below, are public records and are open to examination by any qualified voter of the school district at reasonable hours and such voter shall have the right during such hours to make copies thereof. The District Clerk or the Clerk's assistant shall have the right to require the person demanding such records to provide reasonable identification, which identification shall include the address of the person's residence. The examination of personnel files shall be subject to the following limitations and, except as set forth in Paragraph C below, such records shall not be removed from the district office in which they are kept.

A. Students' Files - No information in the personal file of a student shall be released to any person other than the student or a person standing in a parental relationship to the student except by the written consent of such student or the written consent of the person standing in a parental relationship to such student. The information in a student's personal file shall be released to the student or a person standing in a parental relationship to such student in the appropriate district office during reasonable school hours.

   The appropriate school officer shall maintain a written log of the dates, times and identities of the student, the person standing in parental relationship to such student, and any persons accompanying them.

B. Other Personnel - Data contained in the personal file of any person, whether professional, support staff, or school volunteer, employed or assigned by the school district shall not be released to any party other than such person, except upon the written consent of such person.

C. The limitations set forth above shall not apply in the event that a court order or other legal requisition requires that the information sought be transmitted in accordance with the terms of such order or requisition.

D. It shall be the policy of this school district that the names of employees, school volunteers or students as a group shall not be released to any person or persons unless required by law.

Release of Information About Staff Members, School Volunteers and Students (Continued)

Policy Submitted:
February 15, 1971

Policy Adopted:
August 28, 1973

Policy Revised:
January 28, 1991

Policy Revised:
November 15, 1993

Policy Reviewed:
August 24, 1999

Policy Revised:
January 24, 2022

GIFTS TO SCHOOLS

A gift to any particular school or department of the district must be considered as a gift to the school district. Major gifts must be accepted by formal resolution of the Board of Education and must be acknowledged by inclusion of a notation in the official minutes of the school board and by letter of acknowledgment to the donor.

While the gift may be left as a permanent fixture at the particular school to which it is presented, it must be properly identified as school district property. The identification requirement will be waived if it can be demonstrated to the superintendent of schools that this would detract from the value or meaning of the gift.

Gifts of books and all types of instructional materials are to be given with the understanding that decisions about the immediate and future use of the materials received will be made with consideration of the educational programs and objectives of the school system. In most cases, gifts of this type will not require official recognition of receipt by the school board, but notice of such gifts must be given to the superintendent of schools.

All items of property, including those donated to the school district, must be listed on appropriate inventories.

Policy Submitted:
February 15, 1971

Policy Adopted:
August 28, 1973

Policy Revised:
January 28, 1991

Policy Reviewed:
August 24, 1999

Policy Reviewed:
January 24, 2022

COMMERCIAL INTEREST FOR SCHOOL PROGRAMS OR PRODUCT PRESENTATION

Live or filmed performances, programs, product presentations, or the solicitation of statistical data shall require the prior approval of the superintendent of schools if such requires the participation of students, a substantial number of staff members or school volunteers or the use of a school facility or district-owned equipment. The superintendent of schools shall obtain the prior approval of the Board of Education in those instances where the school superintendent deems the activity to be controversial or in those instances where unfair advantage may be gained by one or more competing local business firms.

This policy is not intended to prohibit the demonstration of legitimate commercial educational products, the sale of commercial goods by parent or student organizations for fund-raising purposes, nor to prevent access by employee groups to representatives of wage-related benefit plans. It is intended to prevent excessive use of school children in fund-raising activities, to protect the staff against an invasion of privacy by sales representatives, and the use of the school district name, reputation or property for development and exploitation by commercial interests.

The superintendent of schools shall make known to the various administrative staff members the laws of the State of New York and the regulations of the New York State Commissioner of Education as these apply to the prohibition of commercial interests in school district operations.

Policy Reviewed:
October 21, 1974

Policy Adopted:
November 18, 1974

Policy Revised:
January 28, 1991

Policy Reviewed:
September 13, 1999

Policy Reviewed:
January 24, 2022

PARTICIPATION BY SCHOOL GROUPS IN OUT-OF-SCHOOL ACTIVITIES

Participation of school groups in out-of-school activities shall be decided on the basis of educational and community values.

Activities of a religious, political or fraternal nature shall be considered not within the scope of participation. Patriotic activities, when sponsored on a community basis, will be authorized. Programs sponsored by groups not religious, political or fraternal but directed toward community improvement will be considered for cooperation by school groups. Cooperation will be extended to groups whose activities are community-wide in scope and purpose such as the Chamber of Commerce and service clubs.

Exploitation of school groups by private businesses or groups will not be permitted.

Requests for the services of students or student groups must first be presented to the principal of the school involved. Final decision as to participation shall rest with the superintendent of schools or his/her designee. Notification of a request for such participation by school groups shall be registered in the office of the superintendent of schools by school personnel to whom such a request has been made.

Policy Reviewed:
February 15, 1971

Policy Adopted:
November 20, 1973

Policy Revised:
January 28, 1991

Policy Reviewed:
September 13, 1999

Policy Revised:
January 24, 2022

RELATIONS WITH BOOSTER ORGANIZATIONS

The Board of Education recognizes that extracurricular support groups, or "booster" organizations, provide important support to District schools, and can be a valuable means of stimulating community interest in activities of district schools. Booster organizations may be defined in two ways:

1. An organization created to foster community support and raise funds for a specific extracurricular activity (e.g., athletics, speech and debate, and/or musical groups); or
2. An organization created to foster community support and raise funds for the school's general extracurricular program.

Parents and other interested members of the community who wish to organize a booster club for the purpose of supporting a specific school program are encouraged to do so, as long as the activities of the organization(s) do not interfere with the total educational program, or disrupt District operations in any way. To this end, booster organizations must fulfill the following requirements:

1. Be voluntary and support a specific school activity;
2. Submit a proposed schedule for activities on school grounds in advance to the Superintendent or designee for prior approval;
3. Obtain prior approval of the Superintendent whenever the booster club uses the name of the District, or any language suggesting that the District has endorsed, sponsored or otherwise approved of the organization's activities;
4. Obtain advanced Board of Education approval for any use of school facilities and/or equipment, following procedures outlined in Board Policy No. 1330 ("Community Use of School Facilities");
5. Avoid interference with the decision-making or internal operation of any student group;
6. Understand and respect the authority of District employees in the administration of their duties; and
7. Assume all financial responsibility for their organization, including but not limited to the provision of adequate insurance coverage, as appropriate.

A copy of each booster organization's: (1) constitution; (2) by-laws; (3) annual budget; and (4) list of officers and/or board members with contact information must be submitted to the Superintendent or his/her designee before booster organization activities begin each year. Booster organizations should ensure that their constitutions contain a procedure for an annual financial accounting audit. The booster organization shall present to the Superintendent (or his/her designee) a copy of the booster organization's annual financial accounting audit report.

Booster organizations are encouraged to incorporate and thereafter obtain from the Internal Revenue Service a tax determination letter pursuant to section 501(c)(3) as a non-profit charitable organization. Booster organizations shall also register with the New York State Attorney General's Bureau of Charities. Booster organizations are responsible for their own tax or information filings and accountings and must obtain their own federal tax identification number. Booster organization funds are not to be comingled with student activity funds or other

Relations with Booster Organizations (Continued)

District or school funds. Funds collected from a booster organization fundraiser or otherwise obtained by a booster organization must be deposited into the booster organization's bank account, which is maintained separate and apart from District accounts. Booster organizations should follow prudent financial management practices.

The District discourages any District faculty member, administrator, or other staff member from holding office in a booster organization or acting as a signatory on any booster organization bank account, including a checking account. A financial obligation incurred by a booster organization shall remain the obligation of the booster organization, and the District shall not assume any financial obligation of a booster organization.

If a booster organization wishes to make a contribution of money, service time, or tangible property (e.g. equipment or supplies), a representative of the organization should meet with the Superintendent and/or designee. The Superintendent and/or designee should identify the District's terms and conditions for accepting such gifts, and seek the Board's official approval before accepting or publicly announcing any such contribution. The Board may decline to accept a proposed donation if its acceptance and application would place the District in violation of Title IX.

Booster-proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extra-curricular school programs. Careful consideration should be given to the total value of the contribution to all students, and not just to specific student groups.

Fundraising

Faculty members, school officials, or other staff members shall not facilitate the involvement of students in raising funds for supplies, equipment, buildings, land or services for use in the operation or maintenance of the educational program. However, the District recognizes the potential educational value in school-community interaction and cooperation and the occasional need for funds to operate or support extra-curricular and co-curricular organizations that might otherwise remain unfunded, underfunded or non-operational. Accordingly, the District establishes the following guidelines limiting the involvement of District resources, staff, and students in booster organization fundraising:

1. An adult liaison affiliated with a school district sponsored co-curricular or extracurricular organization or activity may cooperate with booster organizations and community agencies in raising funds and communicating information.
2. The distribution of materials related to a fundraiser is restricted to non-school hours.
3. Participation of students and staff in fundraisers must be on a voluntary basis and take place during non-school hours.
4. Financial donations may not be solicited from staff or students during school hours and/or during work hours. At no time may a staff member or student be pressured to make a contribution in any form whatsoever.

Relations with Booster Organizations (Continued)
Fundraising (Continued)

5. Booster organization activities must be non-political, non-sectarian, and non-commercial.
6. Funds raised by a booster organization must be contributed in their entirety to the booster organization without rebate to any individual, school or school-sponsored organization.
7. Funds donated to any school-sponsored organization, extra-curricular activity or co-curricular activity shall be acknowledged and accounted for under the extra-classroom activity fund rules.

Adopted:
January 27, 2014
Revised:
May 23, 2022

STUDENT SALES OF MERCHANDISE IN THE COMMUNITY

In recognition of a responsibility to provide educational experiences which are relevant and varied, the Board of Education regularly approves the allocation of public monies for faculty leadership, use of facilities, purchase of supplies, and other expenses necessary to conduct a wide-range of special-interest groups. Supplementation of these funds by sale of merchandise in the community by students is generally inappropriate and unwarranted.

Items of merchandise shall be offered for sale by students, or services rendered for fees by students, outside of the school buildings or grounds as school-affiliated activities only in exceptional cases and only with the prior approval of the superintendent of schools. The school superintendent will regularly advise the Board of Education of occasions of exceptionality.

Practices undertaken in response to this policy will assure protection of citizens of the community from excessive coercion by students; protection of local businesses from excessive competition from school-sponsored fund-raising drives; and protection of students and teachers from undue distraction from the learning process.

Policy Submitted:
September 16, 1975

Policy Adopted:
October 20, 1975

Policy Revised:
January 28, 1991

Policy Reviewed:
September 13, 1999

Policy Reviewed:
January 24, 2022

PROHIBITION OF LOTTERIES AND LIMITATIONS ON THE CONDUCT OF RAFFLES AND OTHER GAMES OF CHANCE

The Board of Education, in accordance with applicable state and federal laws, prohibits the conduct of lotteries on school grounds or in school buildings. In addition, the Board of Education prohibits student involvement, in any form, in the conduct of any money raffles, the sale of "50-50" chances, and any other form of gambling in any school buildings or on school grounds.

This policy is not meant to restrict the activities of parent associations, civic associations and other similar groups from conducting fund-raising activities to support school programs, as long as such activities do not, in any way, involve students. On those occasions when a parent association or other similar group undertakes such fund-raising activities, it is expected that the sponsoring group, and not the Board of Education or its agents, will assure that all applicable state and federal laws and Internal Revenue Service regulations are obeyed.

Policy Adopted:
January 28, 1991

Policy Reviewed:
September 27, 1999

Policy Reviewed:
January 24, 2022

COMMERCIAL INTEREST FOR PUBLICATIONS AND PRINTED MATTER

District facilities, staff, and students will not be used or employed in any manner for advertising or otherwise promoting the interests of any commercial entity, subject to the exception below.

The school may, upon approval of the Superintendent, approve activities, in cooperation with any individual or organization, which are of general public interest and which promote the education or other best interest of the students. This policy shall apply to:

a. School Yearbooks
b. School Newspapers
c. Special Events Programs
d. Athletic Schedules
e. Other School-Related Printed Matter

Solicitation of advertisements by students or staff will be extended to as broad a section of the business community as possible.

This policy is not intended to discourage the use of business advertisements on school-related printed matter. It is intended to give all business establishments a full and equal opportunity to participate as advertisers or sponsors.

Printed matter which is not printed by the school district in an official capacity, but which contains commercial advertisement or commercial sponsorship shall require the approval of the superintendent of schools prior to distribution by students or staff.

Printed matter sponsored or printed by a recognized non-profit organization or public agency shall require the prior approval of the superintendent of schools before distribution by staff or students.

The superintendent of schools shall seek approval from the Board of Education when, in the school superintendent's judgment, any printed matter or publication is deemed to be controversial.

Policy Submitted:
November 11, 1974
Policy Adopted:
December 16, 1974
Policy Revised:
January 28, 1991
Policy Reviewed:
September 27, 1999
Policy Reviewed:
January 24, 2022

USE OF SCHOOL FACILITIES

The use of buildings, grounds, and facilities of the Patchogue-Medford School District as community centers, for legitimate and appropriate activities by district staff and the people of the community, is encouraged by the Board of Education. Such use shall be subject to CDC, DOH, Executive Order, appropriate sections of New York State Education Law, decisions by the New York State Commissioner of Education, and regulations of the Board of Education. Priority for the use of these facilities shall always be given to the various aspects of the educational program for which they were primarily provided, including activities relating to the regular school program, intramural and other extracurricular activities, adult education, summer school, and in-service education programs. Further, the Board of Education encourages the joint development of recreational facilities with municipal governmental agencies.

Permitted Uses

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

- Instruction in any branch of education, learning or the arts.
- Public library purposes, subject to provisions of the Education Law, or as stations of public libraries.
- Social, civic and recreational meetings and entertainments, or other uses pertaining to the welfare of the community so long as such uses are non-exclusive and open to the general public.
- Meetings, entertainment and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose.
- Polling places for holding primaries and elections, for the registration of voters and other legally permissible election purposes.
- Civic forums and community centers.
- Recreation, physical training and athletics, including competitive athletic contests of children attending a private, nonprofit school.
- Child-care programs when school is not in session, or when school is in session for the children of students attending schools of the district.
- Graduation exercises held by not-for-profit elementary and secondary schools, provided that no religious service is performed.

Prohibited Uses

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

- Meetings sponsored by political organizations.

Use of School Facilities (Continued)
Prohibited Uses (Continued)

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

Conditions of Use for District Facilities

A) Use of District facilities may be permitted unless such facilities are in use for school purposes, or during educational programs. The District reserves exclusive and non-reviewable judgment to determine if a requested use would interfere with or disturb the District's educational programs.
B) To ensure that District facilities are preserved for the benefit of the greater District community, only community-based groups and organizations (that is, groups which are located within the geographic area covered by the District) may be granted access to district facilities.
C) In the event that an organization applies that is not located within the geographic area covered by the District, the information will be shared with the Superintendent and discussed with the Board of Education for review.
D) Use of District facilities by the Boy Scouts or other patriotic youth groups listed as a patriotic society in Title 36 of the U.S. Code will be permitted to the same extent as other outside groups. The District shall not deny access to or otherwise discriminate against youth groups based solely on the group's membership or leadership criteria or oath of allegiance to God and country.
E) United States military recruiters will be provided the same access to high school students on school grounds that is generally provided to colleges and universities or prospective employers.
F) Use of District facilities will be permitted only where the applicant agrees to pay the District a user fee according to a schedule adopted by the District to cover the costs of heat, electricity, maintenance, custodial services, and any other expenses associated with the requested use. Use is further conditioned upon the applicant's agreement to pay additional fees associated with the use of any additional services i.e., for security, audio-visual technician or food service workers or District owned equipment. The District retains the right to condition use upon an applicant depositing with the District a sum equaling the estimated costs and fees associated with the proposed use 10 days in advance of the requested use. The District retains the further right to waive or reduce user fees for groups that are associated with or sponsored by the District.
G) Where, in the judgment of the District, the requested use of District facilities requires special equipment or supervision, the District reserves the right to deny such use, or in the alternative, to condition such use upon the applicant's payment of additional fees in accordance with paragraph F above. Only

Use of School Facilities (Continued)
Conditions of Use for District Facilities (Continued)

authorized personnel shall operate District equipment, including but not limited to the District's sound, lighting, and display equipment.

H) Use of District facilities will only be permitted where the organization provides the District timely evidence of adequate minimum insurance coverage ($1,000,000 per occurrence/$2,000,000 aggregate) to save the District its employees, agents, and volunteers harmless from all liability, property damage, personal injuries and/or medical expenses. The District will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use. See exhibit A for complete listing of proof of insurance requirements.

I) Organizations must provide the District with a certificate of insurance meeting the above requirements.

J) Prior to the start of the event, an announcement should be made to the group regarding emergency evacuation procedures. For example, point out posted procedures, directions for exiting, how to respond to a fire alarm, etc. Refer to Board of Education Policy No. 1339.1 for further information.

K) In the event of an accident, the custodian on duty should be notified immediately by the organization designee and report the incident to the Director of Facilities. The Director of Facilities will notify the Superintendent and/or his/her designee.

The Board reserves the discretion to deny use of District facilities described above, or to terminate use of District facilities:

i. by an applicant who has previously misused or abused District facilities or property or who has violated this policy;
ii. for use which could have the effect of violating the Establishment Clause of the United States Constitution or other provisions of the United States or New York State Constitution, or which would impermissibly burden an individual's rights under the Establishment Clause to engage in private religious exercise.
iii. for any use which, in the estimation of the Board, could reasonably be expected to or actually does give rise to a riot or public disturbance;
iv. for any use which the Board deems inconsistent with this policy;
v. for any use by a private for-profit entity that has the direct or indirect effect of promoting the products or services of such entity;
vi. in any instance where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed;
vii. for any use prohibited by law, regulation, or district policy.
viii. by an applicant who uses any district facilities without first obtaining approval to do so.

Use of School Facilities (Continued)

Application Procedure
Section 1330.1

1. All requests for the use of facilities by any outside organization wishing to use the buildings or facilities are to be initiated by filing a request on the District Website (see the department tab entitled "Business, Budgeting and Finance" and click on the link entitled "Building Use Information/Application").

2. Register for an Account (**first-time users only**)
   The first step needed to make an online facility use request is to create a user account. You can do so by clicking the Register icon on the aforementioned page. Be sure to complete all information fields and then click the submit button. There is a video tutorial and a "Quick Start Guide" available to assist you with the process. Once the user account has been completed, including the upload of the notarized Statement of Understanding and insurance documents, the request will be forwarded to the appropriate District administrators for approval. You will receive confirmation of request approval or denial via e-mail.

3. Login and Reserve
   Once the user account is approved, user may start making facility reservations. There is a Login and Reserve icon on the website page which will direct you to the login screen. The availability of buildings or facilities can immediately be ascertained through the request process.
   There is a video tutorial and a "Quick Start Guide" available to assist you with the reservation process.
   If the user chooses to reserve space in our buildings, fees may be charged to offset costs for custodians, food service workers, audiovisual technicians, and/or security guards, in addition to any applicable field use costs (see Section 1330.2). Any organization using District facilities must meet insurance requirements and have a current Certificate of Insurance on file with the District.

4. Applications will be accepted no later than 30 days prior to the event.
   For a series of events, applications will be accepted no later than 30 days prior to the first event in the series. Applications for a series of events will only be accepted for events that are similar in nature. Separate applications must be submitted for events that occur in each of the following periods according to the assigned classification as indicated in the chart below:

Use of School Facilities (Continued)
Application Procedure (Continued)

Season	Entry Dates	Classification
July 1 – June 30	Open System April 1 for school year	District Groups
Summer - July 1 – August 31	60 days prior to Season start	Level I, II, III
Fall - September 1 – November 30	60 days prior to Season start	Level I, II, III
Winter - December 1 - February 29	60 days prior to Season Start	Level I, II, III
Spring - March 1 – June 30	60 days prior to Season start	Level I, II, III

The application timelines set forth herein may be waived by the Superintendent of Schools or designee on a case-by-case basis upon the written request of the outside organization. Requests should be sent via e-mail to buildinguse@pmschools.org. which will be monitored by the business office. Said request shall include, at a minimum, the cause for the delay, as well as the organizations proposed application.

Only completed applications will be accepted. This includes a fully executed online Facility Use Request, as well as a signed Statement of Understanding and Proof of Insurance requirements (see exhibit A for copies of these forms). All applicable fees must be received no later than 10 days prior to the first event on the application.

5. Building use may not commence until approval is given by the Superintendent of Schools.

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

7. All applicants must review this policy prior to submitting the application. All applicants must agree to the terms and conditions as part of the application process. The applicant's consent to these terms on the application shall attest to the group or organization's intent to comply with all Patchogue-Medford Board of Education policies and regulations and to use District facilities strictly in accordance with the use described in the application.

8. All applicants must agree to assume responsibility for all damages resulting from its use of District facilities.

Use of School Facilities (Continued)
Application Procedure (Continued)

9. Permits shall be valid only for the facility, use, dates and time specified in the permit. No adjustment to the permit is allowed except with the prior written approval of the Superintendent of Schools or designee. Requests should be sent via e-mail to building use@pmschools.org. Permits shall not be transferable.

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

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

While the Superintendent of Schools is authorized to approve requests by outside agencies for use of school District facilities in the name of the Board of Education within the provisions of New York State Education Law and established regulations, the Superintendent of Schools shall refer to the Board of Education for final approval those requests which may be deemed questionable by the Superintendent of Schools.

Charges and Fees
Section 1330.2

The sponsors of the activity for which permission is granted shall pay all fees and charges to the District in accordance with a schedule established by the Board of Education. Fees must be received by the Business Office no later than 10 days prior to the event or first event in a series. The fee structure will be based upon the relationship of the organization to the Patchogue-Medford School District, the community at large, and the nature of the organization.

This schedule shall be based upon the expenses incurred by the District in making the buildings and personnel available.

Level I Users: School or community-based organizations that provide direct services to students such as PTA, scouting, and athletic programs, or organizations involved in a partnership program with a school or District club or organization. Fees to be assessed when school is not in session.

Level II Users: Not-for-profit community-based organizations such as local fire departments, hospitals, service clubs, and government agencies. Fees to be assessed when school is not in session.

Level III Users: For-profit organizations. Fees will be assessed in accordance with the schedule of charges shown in exhibit B.

Use of Equipment
Subsection 1330.3

Use of District owned, movable equipment is prohibited by outside organizations. This prohibition is extended to include but not limited to, musical instruments, business equipment, audiovisual equipment, athletic equipment, as well as school buses and other district-owned vehicles. In addition, any organization that wishes to use the District's kitchen(s) and/or associated equipment must hire a Senior Food Service Worker to supervise the use of facilities and/or the equipment. Use of District equipment is only permissible by District employees. (Refer to subsection 1330.2 and Appendix B)

Liability
Subsection 1330.4

Because it is in the public interest for the Board of Education to protect the District against substantial financial loss, liability insurance will be required for individuals or groups who use school facilities or school district sites. Individuals and organizations shall attach a certificate of insurance to the application requesting the use of a school district-owned facility or an outdoor site. The face amount of the insurance certificate must be, at a minimum, equal to $1,000,000 per occurrence/$2,000,000 aggregate to save the District, its employees, agents, and volunteers harmless from all liability, property damage, personal injuries and/or medical expenses. See exhibit A for complete listing of proof of insurance requirements.

The District will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.

Exemptions from this policy are authorized for school district-sponsored events or for events sponsored by school-related organizations such as student groups and parent organizations. No exemption, however, will be granted to any organization which intends to use school facilities for recreational, athletic, physical fitness, or similar activities. Organizations whose meetings are of a nature which require the participants to be sedentary are those to be considered for a waiver of liability insurance. Should such an organization wish to depart from its usual business meeting activity to sponsor a recreational, athletic, or physical fitness activity, the minimum insurance will be required and written evidence of same must be filed, in advance, pursuant to the established building use application procedure.

Exceptions
Subsection 1330.5

Exceptions to any aspect of this policy will be made only upon application to the Superintendent of Schools and/or his/her designee and subsequent approval by the Board of Education.

Use of School Facilities (Continued)

Policy Adopted:
November 17, 1986
Supersedes Policies Adopted:
February 26, 1968
September 21, 1970
May 15, 1972
August 28, 1973
November 20, 1973
December 15, 1975
Policy Revised:
January 28, 1991
Policy Revised:
June 21, 1993
Policy Revised:
July 14, 1997
Policy Reviewed:
September 27, 1999
Policy Revised:
July 8, 2002
Policy Revised:
March 24, 2003
Policy Revised
August 25, 2003
Policy Revised:
November 10, 2003
Policy Revised:
April 15, 2013
Policy Revised:
August 26, 2013
Policy Revised:
October 20, 2014
Policy Revised:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Revised:
December 21, 2020
Policy Revised:
August 23, 2021
Policy Revised:
August 29, 2022
Policy Revised:
May 13, 2024
Policy Revised:
September 16, 2024

Policy 1330 – Exhibit A

Application Forms to Rent or Use Buildings and/or Grounds

1. **Statement of Understanding**
2. **Proof of Insurance Requirements**

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6480

STATEMENT OF UNDERSTANDING

(To be uploaded and attached to the Application for Use of School Buildings or School Grounds submission)

Date_____

The attached application for the use of_____
(Name of school facility requested)

is submitted in accordance with, and with full knowledge of, the rules of the Patchogue-Medford Board of Education with respect to the use of school buildings and grounds, and in accordance with, and with full knowledge of, Section 414 of the New York Education Law.

The applicant hereby undertakes complete responsibility for the supervision and welfare of all persons on school premises as the result of the event sponsored by the undersigned, and this liability and responsibility attach both with respect to persons arriving on school grounds or remaining on school grounds later than the actual time set aside for the use.

Applicant hereby agrees to save the school district harmless from any claims made by any persons for loss or damage allegedly occurring as the result of the activities planned. This means that the applicant will pay for the legal defense that the school district may be called upon to institute, and will reimburse the school district for any loss or damage occurring to it, with the result that the school district shall be free of any expense of any kind as the result of approving this application.

I certify that as the officially-designated officer of the applicant organization, I have the authority to sign all forms and agreements, including this one, and that my signature indicates a full understanding of all the obligations assumed when using school facilities or school grounds.

_____
Signature (of person to whom a permit will be issued)

_____
Name (printed)

_____
Title

Subscribed and sworn to
Before me this

_____day of_____

20_____.

_____

Name and address of organization:

_____

_____

_____

Telephone Number: _____

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6480

PROOF OF INSURANCE REQUIREMENTS

(To be uploaded and attached to the Application for Use of School Buildings or School Grounds submission)

1. Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the permittee hereby agrees to effectuate the naming of the Patchogue-Medford School District as an additional insured on the permittee's insurance polices.

2. The policy naming the Patchogue-Medford School District as an additional insured shall:
   a. Be an insurance policy from an A.M. Best rated "Secure" or better insurer, licensed in New York State.
   b. State that the organization's coverage shall be primary and non-contributory coverage for the District its Board, employees and volunteers.
   c. The Patchogue-Medford School District shall be listed as an additional insured by using an endorsement providing additional insured coverage for accidents and claims arising out of their use of facilities such as ISO endorsement CG 2026 or equivalent. The decision to accept an alternative endorsement rests solely with the Patchogue-Medford School District. A completed copy of the endorsement must be attached to the certificate of insurance.
   d. At Patchogue-Medford School District's request, the organization shall provide a copy of the declaration page of the liability and umbrella policies with a list of endorsements and forms. If so requested, the organization will provide a copy of the policy endorsements and forms.

3. The permittee agrees to indemnify Patchogue-Medford School District for any applicable deductibles and self-insured retentions.

4. Required Insurance:

   a. **Minimum Required Insurance:**
      i. **Commercial General Liability Insurance** $1,000,000 per Occurrence/$2,000,000 Aggregate, with no exclusions for Athletic Participants
      ii. **$2,000,000 Products and Completed Operations**
      iii. **$1,000,000 Personal and Advertising Injury**
      iv. **$100,000 Fire Damage**
      v. **$10,000 Medical expense**
   b. Required Umbrella/Excess Insurance
      i. General Use $1,000,000 each Occurrence and aggregate.
      ii. Organized Athletic Leagues (including Dance Studios) $3,000,000 each Occurrence and Aggregate.
      iii. Athletic/Recreational Camps $5,000,000 each Occurrence and Aggregate

5. Permittee acknowledges that failure to obtain such insurance on behalf of the Patchogue-Medford School District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the Patchogue-Medford School District. The permittee is to provide the Patchogue-Medford School District with a certificate of insurance,

evidencing the above requirements have been met, prior to the commencement of work or use of facilities.

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

Policy 1330 – Exhibit B

Schedule of Charges

Schedule of Charges
Subsection 1330.2

Charges for use of buildings and athletic fields shall be assessed according to the criteria outlined below and will be established each year by the Board of Education.

Level I and Level II Users:

1. For an event that requires one (1) custodian and when the event is limited to less than three (3) hours:

	Weekdays	**Saturdays**	**Sundays**
Elementary Schools	$ 0	$214	$277
Eagle and Middle Schools	$ 0	$214	$277
High School	$ 0	$257	$340

2. Rate for each hour beyond the minimum of three (3) hours when one (1) custodian is needed:

	Weekdays	**Saturdays**	**Sundays**
Elementary Schools	$ 0	$69	$97
Eagle and Middle Schools	$ 0	$69	$97
High School	$ 0	$92	$117

3. Rate for each hour for each additional custodian required for larger events. Additional custodians must be employed for a minimum of three (3) hours each.

	Weekdays	**Saturdays**	**Sundays**
All Buildings	$ 0	$55	$70

4. A $45 hourly rate for each food service worker required for events that utilize the kitchens. A minimum of three (3) hours will be required for each food service worker requested. The minimum cost will be $135 for three (3) hours.

5. A $65 hourly rate for an audiovisual technician. A minimum of three (3) hours will be required. The minimum cost will be $195 for three (3) hours.

6. A $33 hourly rate for each security guard required. A minimum of three (3) hours will be required. The minimum cost will be $99 for three (3) hours.

7. A $45 hourly rate for field use will apply. A minimum of three (3) hours will be required. The minimum cost will be $135 for three (3) hours.

Use of School Facilities (Continued)
Schedule of Charges
Subsection 1330.2 (Continued)

Level III Users: For-profit organizations.

1. For an event that requires one (1) custodian and when the event is limited to less than three (3) hours:

	Weekdays	Saturdays	Sundays
Elementary Schools	$ 477	$ 708	$ 931
Eagle and Middle Schools	$1293	$1929	$2564
High School	$1475	$2200	$2926

2. Rate for each hour beyond the minimum of three (3) hours when one (1) custodian is needed:

	Weekdays	Saturdays	Sundays
Elementary Schools	$223	$327	$423
Eagle and Middle Schools	$387	$569	$749
High School	$508	$749	$991

3. Rate for each hour for each additional custodian required for larger events. Additional custodians must be employed for a minimum of three (3) hours each.

	Weekdays	Saturdays	Sundays
All Buildings	$148	$208	$267

4. A $75 hourly rate for each food service worker required for events that utilize the kitchens. A minimum of three (3) hours will be required for each food service worker requested. The minimum cost will be $225 for three (3) hours.

5. A $103 hourly rate for an audiovisual technician. A minimum of three (3) hours will be required. The minimum cost will be $309 for three (3) hours.

6. A $65 hourly rate for each security guard required. A minimum of (3) hours will be required. The minimum cost will be $195 for three (3) hours.

7. A $45 hourly rate for field use will apply. A minimum of three (3) hours will be required. The minimum cost will be $135 for three (3) hours.

USE OF SCHOOL FACILITIES FOR BLOOD DRIVES

The use of the facilities of the Patchogue-Medford School District by individuals or community organizations for the purpose of conducting blood drives is recognized by the Board of Education as providing an important community benefit. Such use shall be subject to appropriate state laws, regulations of the New York State Commissioner of Education, and policies of the Board of Education. The use of facilities shall be granted at times when the regular school day is not in session.

Application Procedure

Requests for the use of school buildings by an individual or an organization wishing to use school facilities to conduct a blood drive are to be initiated with the building principal who will process such requests with the Office of Plants and Facilities. Such application shall be made utilizing the online facilities use program and shall be submitted at least eight (8) weeks in advance of the event so as to allow the District sufficient time for proper processing and approval by the Board of Education.

Requests for the use of school facilities submitted by an individual or an organization for the purpose of conducting a blood drive will be presented to the Board of Education by the Assistant Superintendent for Business or designee, and each request must receive the advance approval of the Board of Education before it is held. The Board of Education's approval shall be limited to authorizing the use of school facilities by various individuals and organizations. The Board of Education's acceptance of an application for a blood drive is not to be construed as an endorsement of any individual's or organization's purpose or activity. Accordingly, the District, its employees, and its Board of Education members, individually, will not assume responsibility or liability for any actions or claims which may arise from a blood drive.

Statement of Release

When approval is given by the Board of Education, such approval is conditional upon each sponsoring individual or organization obtaining and filing with the Business Office a signed Schedule C form (attached) from each potential blood donor waiving any and all claims which the donor, or the donor's representative, or any other person associated with the blood drive activity, or any such person's representative, may have against the District and its employees and Board of Education members, individually, arising from the blood drive activities. Release forms shall be delivered to the Business Office by the sponsoring individual or organization within two (2) business days following the blood drive. A sponsor's failure to comply with this requirement shall nullify the Board of Education's approval for the use of school facilities by such sponsor. A copy of "Sponsor's Statement of Understanding," "Release by Agent, Employee, Contractor or Representative of Organization Sponsoring a Blood Drive," and "Release by Blood Donor" are annexed to this policy as Schedule A, Schedule B and Schedule C, respectively.

Use of School Facilities for Blood Drives (Continued)

Liability Insurance

Because it is in the public interest for the Board of Education to protect the District against financial loss, liability insurance will be required for individuals or groups who use school facilities for the purpose of conducting blood drives. Before the Board of Education considers a request the individuals and organizations shall attach a certificate of insurance to the application requesting the use of a District-owned facility or an outdoor site. The face amount of the insurance certificate must be, at a minimum, equal to $1,000,000.00 per occurrence/$2,000,000.00 aggregate to save the District, its employees, agents, and volunteers harmless from all liability, property damage, personal injuries and/or medical expenses. In addition, the certificate of insurance shall contain the following provisions:

Auto Liability	$1,000,000
Umbrella/Excess	$3,000,000 each occurrence and aggregate

The District will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.

Adopted:
April 15, 2013
Revised:
October 24, 2016
Revised:
August 27, 2018
Revised:
May 20, 2019
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Revised:
October 28, 2024

TO: Patchogue-Medford Union Free School District
Business Office
Administrative Center
241 South Ocean Avenue
Patchogue, New York 11772

SCHEDULE A

SPONSOR'S STATEMENT OF UNDERSTANDING

(To be Attached to Application for Use of
School Buildings or School Grounds for the
Purpose of Conducting a Blood Drive)

Date _____

The attached application for use of _____
(Name of School Facility Requested)

is submitted in accordance with, and with full knowledge of, the rules of the Board of Education with respect to the use of school buildings and grounds, and in accordance with, and with full knowledge of, Section 414 of the New York State Education Law.

The applicant hereby undertakes complete responsibility for the supervision and welfare of all persons participating in the blood drive, whether a donor of blood or an agent, employee, contractor, or representative of the sponsoring organization, conducted on school premises, and this liability and responsibility attaches both with respect to all persons arriving on school grounds and all those remaining on school grounds later than the actual time set aside for the use.

Applicant hereby agrees to save the Patchogue-Medford School District and its employees and Board of Education members, individually, harmless from any claims made by any persons for loss or damage allegedly occurring as the result of the blood drive activities. This means that the applicant will pay for the legal defense that the Patchogue-Medford School District may be called upon to institute, and will reimburse the Patchogue-Medford School District for any loss or damage occurring to it, with the result that the Patchogue-Medford School District shall be free of any expense of any kind as the result of approving this application.

Applicant further understands that should this request be approved by the Patchogue-Medford Board of Education, such approval shall be conditional upon the applicant obtaining for

Schedule A (Continued)

and filing with the Patchogue-Medford School District a signed statement from each potential blood donor and all other persons associated with the blood drive operations waiving any and all claims which the donor, or the donor's representative, or any other person associated with the blood drive activities, or any such person's representative, may have against the Patchogue-Medford School District and its employees and Board of Education members, individually, arising from the blood drive activities. All release forms shall be submitted to the Business Office by the sponsoring individual or organization within two (2) business day following the blood drive. **A sponsoring individual's or organization's failure to comply with this requirement shall operate to nullify the Patchogue-Medford Board of Education's approval for the use of school facilities for such individual or group.** Sponsors may obtain release forms from the Business Office.

I certify that as the officially-designated officer of the applicant organization, I have authority to sign all forms and agreements, including this one, and that my signature indicates full understanding of the significant obligations assumed when using school facilities or school grounds.

_____
Signature of person to whom permit will be issued

_____
Name (Printed)

_____
Title

Name and address of organization:

_____

_____

_____

Telephone Number _____

Subscribed and sworn to
before me this
____ day of _____

20__.

_____
(Notary Public)

TO: Patchogue-Medford Union Free School District
Business Office
Administrative Center
241 South Ocean Avenue
Patchogue, New York 11772

SCHEDULE B

RELEASE BY AGENT, EMPLOYEE, CONTRACTOR OR REPRESENTATIVE OF ORGANIZATION SPONSORING A BLOOD DRIVE

I, _____, recognize that the Patchogue-Medford
(Print full name)

Union Free School District is not a sponsor or in any manner responsible for the conducting of the blood drive sponsored by _____.
(print name of sponsoring organization)

I further recognize that the Patchogue-Medford Union Free School District has merely permitted the use of its school facilities as a community service.

Accordingly, I release and discharge the Patchogue-Medford Union Free School District, its agents, employees, administrators, and Board of Education members, individually, from any and all claims and actions that I, or my estate, may have arising out of or resulting from my participation as an agent, employee, contractor, or representative of the organization sponsoring a blood drive conducted at a Patchogue-Medford school facility.

Dated: _____

_____
Signature

_____
Address (Please print)

_____

_____
(Please print full name)

_____
(Please specify relationship to
sponsoring organization)

TO: Patchogue-Medford Union Free School District
Business Office
Administrative Center
241 South Ocean Avenue
Patchogue, New York 11772

SCHEDULE C

RELEASE BY BLOOD DONOR

I, _____, recognize that the Patchogue-Medford
(Print full name)

Union Free School District is not a sponsor or in any manner responsible for the conducting of the blood drive sponsored by _____.
(print name of sponsoring organization)

I further recognize that the Patchogue-Medford Union Free School District has merely permitted the use of its school facilities as a community service.

Accordingly, I release and discharge the Patchogue-Medford Union Free School District, its agents, employees, administrators, and Board of Education members, individually, from any and all claims and actions that I, or my estate, may have arising out of or resulting from my participation as a contributor of blood at a blood drive conducted at a Patchogue-Medford school facility.

Dated: _____

Donor's Signature: _____

Donor's Address: _____
(Please print)

_____

Donor's Name: _____
(Please print full name)

_____
Parent's or Guardian's Signature (if donor is less than 18 years of age.)

_____
(Please print Parent's or Guardian's full name)

SAFETY MESSAGE
EVACUATION OF BUILDINGS IN TIME OF EMERGENCY

Preparation for a safe and orderly evacuation of school facilities in a time of emergency is recognized by the Board of Education as an administrative responsibility of the highest priority. In order to safeguard the well-being of building occupants, including those who are not frequently participating in emergency drills, the Board of Education requires that a safety message be given at public gatherings involving twenty (20) or more persons. Exempted from this policy are students upon regular attendance in day classes or evening classes. The Board of Education expects that all students upon regular attendance receive the required number of drills as prescribed by the laws of the State of New York and the regulations of the New York State Commissioner of Education.

A ranking school official or other person in charge will, at the beginning of a meeting, sporting event, drama production, concert, or other activity, convey a message to those in attendance which includes the following information:

1. Obedience to the sounding of an alarm;
2. A description of the signal which will alert building occupants to the existence of an emergency;
3. The location of fire exits;
4. The proper routes to evacuate the building in a time of emergency;
5. The place or places outside of the building where the occupants are to gather (which will avoid the direct path of incoming fire or other emergency apparatus);
6. Instructions to remain in the staging area until an all-clear signal is given, including the caution to avoid leaving the premises and driving off in private automobiles which may cause traffic snarls and impede the arrival of emergency vehicles;
7. Students will be properly chaperoned and safely escorted to the designated evacuation area. Parent/guardians are to refrain from personally seeking out their child. Students must remain in the chaperone's care until released by school officials;
8. Special instructions, if necessary, regarding the care for infant children;
9. Special instructions, if necessary, regarding persons with handicapping conditions, and
10. A caution to avoid the use of an elevator during a fire.

Policy Adopted:
February 8, 1982
Policy Revised:
January 28, 1991
Policy Reviewed:
October 4, 1999
Policy Reviewed:
October 24, 2016

Safety Message - Evacuation of Buildings in Time of Emergency (Continued)

Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
August 29, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

SAFETY MESSAGE

Ladies and Gentlemen:

I call your attention to emergency exits which are located in this room in the following places:

(Give specific direction to the location of the fire exits.)

In case of emergency, please vacate the room using those exits. Walk -- do not run. Proceed to the street level and exit the building. Walk to the nearest sidewalk _____(***fill in blank***)_____. Do not stand in parking lot or driveway. Do not attempt to drive your car away from the building.

The fire alarms, smoke detectors, and carbon monoxide alarms, when activated in the building, cause a loud ringing of bells. Evacuate the building as directed and remain in the outside staging areas until the fire department has made a thorough inspection of the building and has certified its condition for re-occupancy.

(Add if necessary)

Ladies and gentlemen, please give way to adults holding infant children or to the persons among us who are confined to a wheelchair. It is recommended that those who are in a wheelchair locate themselves for this event as close to an exit as is reasonable.

Ladies and gentlemen, thank you for listening to these instructions.

Adopted:
February 8, 1982
Revised:
January 28, 1991
Reviewed:
October 4, 1999
Reviewed:
October 24, 2016
Revised:
August 27, 2018
Reviewed:
August 26, 2019
Revised:
August 24, 2020
Reviewed:
August 29, 2022
Reviewed:
August 21, 2023
Revised:
September 16, 2024

PUBLIC CONDUCT ON SCHOOL PROPERTY

In accordance with Section 2801 of the New York State Education Law requiring the Board of Education to promulgate rules and regulations governing conduct on school property of students, teachers, other staff, visitors, licensees, and invitees, the Board of Education adopts the following regulations to maintain public order on school property:

Access to School Buildings and Grounds
Section 1340.1

All persons other than a pupil enrolled in a building or an authorized member of the building staff shall, immediately upon entering any school building, report their presence to the district employee (greeter or security guard) located at the greeter's desk. However, this regulation shall not apply to entertainments, sporting events, or public meetings held after regular school hours.

Prohibited Conduct and Activities
Section 1340.2

The Board of Education prohibits the following conduct or acts on school property by students, teachers, staff members, licensees, visitors, or invitees:

1. The willful physical injury of any person or the threat to use force which would result in such injury.

2. The harassment or coercion of any person.

3. The willful damage to, or destruction of, property.

4. The willful or negligent disruption of the orderly conduct of classes or of any other school program or activity.

5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby.

6. The willful interference with the lawful and authorized activities of others.

7. The possession, consumption, sale, offer, manufacture, distribution, or exchange of tobacco (including, but not limited to, electronic cigarettes, vape products), alcohol and/or alcohol beverages, controlled and/or illegal substances (or any synthetic versions, whether or not specifically illegal or labeled for human consumption), or being under the influence of any of these substances on school property or while at a school event or function as such terms are defined by the District's Code of Conduct;

8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, laser pointer**,** or any other object that

reasonably can be considered a weapon, except in the case of law enforcement officers or except as specifically authorized by the school district.

9. The violation of any federal or state statute, local ordinance, or Board of Education policy.

10. Smoking a cigarette, cigar, pipe, electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or using chewing or smokeless tobacco.

11. The refusal or failure of any person to comply with a lawful order or direction of officials of the school district in the performance of their duties.

12. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the superintendent of schools.

13. The operation of motor vehicles, bicycles, or other vehicles in violation of traffic and parking regulations or in areas such as playfields, tennis courts, or running tracks where vehicles and bicycles are prohibited.

14. Willfully disregarding a prohibition against golfing, archery, rocketry, model airplane flying, or tossing or firing boomerangs, sling shots, or spears.

15. Failure to conform to fire drill, safety drill, or bomb threat procedures.

16. Willfully inciting others to commit any acts prohibited by this policy.

Enforcement and Penalties
Section 1340.3

Any violation of the above shall be reported immediately to the building principal. The principal will investigate the case thoroughly and make a written report to the superintendent of schools.

The principal and the superintendent of schools will have the following options as to what penalty to impose:

Option 1: Violators will be reprimanded.

Option 2: Violators will be ordered to leave the school property immediately.

Option 3: Police will be called and a specific charge made under the proper sections of the Penal Code.

Public Conduct on School Property (Continued)
Enforcement and Penalties - Section 1340.3 (Continued)

Option 4: Any penalty authorized by Section 3214 of the New York State Education Law or Board of Education policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Option 5: Any penalty authorized under Section 3020-a of the New York State Education Law, if the violator is a tenured teacher, provided the provision pertaining to charges, notices, hearings, and findings have been complied with.

Option 6: Any penalty authorized under Section 3031 of the New York State Education Law, if the violator is a nontenured teacher, or Section 75 of the New York State Civil Service Law, if the violator is a non-teaching employee of the district, provided the provisions pertaining to charges, notices, and hearings have been complied with.

Loitering on School Property
Section 1340.4

The Board of Education prohibits loitering on school property. A person is a loiterer when such person enters or remains in or on school grounds without any specific legitimate reason for being there and without written permission from someone authorized to grant it. Persons not requiring written permission are students; staff members; public officials; school board members; legitimate visitors; invitees; and licensees, the latter having obtained approval to use school facilities in accordance with Board of Education Policy #1330.

If a school district representative determines that a person is loitering on school grounds, said official representative shall direct that the person leave the premises. The request shall be personally communicated to the individual determined to be loitering. The school district representative shall exercise discretion in those situations which involve a parent, a person not an employee, an employee not assigned to the facility involved, a student not assigned to the facility involved, and a stranger. School district representatives shall exercise discretion in their actions, taking into account the scene of the visit, the possibility of violence, or the involvement of the use of drugs or alcohol. If the situation is one which, in the representative's discretion, does not require forceful action, the school district representative shall advise the person to leave the premises. Police may be called if there is a refusal to leave the premises or if the situation is one which, in the representative's discretion, requires forceful action.

Police may be called in advance of a request to leave the premises in the event of anticipated or actual turmoil or breach of law requiring immediate help.

Public Conduct on School Property (Continued)
Loitering on School Property - Section 1340.4 (Continued)

The Board of Education authorizes unilateral action by police, including arrest, if any person is apprehended on school property and found to have entered or remained unlawfully during times when school is not in session or if any of the following conditions exist:

1. The person refuses to leave the premises.

2. There is evidence of damage to school district property or theft of property.

3. The person is involved in an act of violence.

4. There is evidence of the use of an alcoholic substance or an illicit narcotic substance.

5. The person possesses a dangerous weapon.

6. The person is apprehended in an area barred to public admittance such as:

    a. Vehicle or equipment compounds.
    b. The interior of buildings.
    c. Field houses.
    d. Fire escapes.
    e. Rooftops.

7. The person is in violation of activities or action prohibited in Section 1340.2 of this policy.

Other Penalties
Section 1340.5

These regulations and the penalties are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Conflict
Section 1340.6

Nothing in these rules and regulations is intended to conflict with any provisions of collective bargaining contracts entered into with appropriate employee units.

Public Conduct on School Property (Continued)

Legal References
Section 1340.7

The legal references respecting Policy #1340 - Public Conduct on School Property are as follows:

New York State Education Law, Section 2801
New York State Penal Code, Sections 265.01-a and 240.35
Chapters 138 and 698 of the Laws of New York of 1979

Policy Adopted:
November 16, 1964
Policy Reviewed:
February 15, 1971
Policy Adopted:
November 27, 1972
Policy Approved by New York State Education Department
January 16, 1973
Policy Revised:
January 21, 1980
Policy Revised:
January 28, 1991
Policy Revised:
January 24, 2000
Policy Revised:
January 24, 2022
Policy Revised:
August 29, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

PUBLIC SAFETY

The Board of Education desires that reasonable precautions be taken to assure the safety of students, employees, and any other persons who may occupy school district premises. Safety education and accident prevention measures are important for the development of appropriate behavior and the proper attitude in order to minimize the possibility of physical harm.

The school district will promote risk-management and safety education programs. These programs will be directed towards students and staff. The Superintendent of Schools will recommend to the Board of Education for consideration at its annual reorganization meeting the appointment of a Safety Committee comprised of appropriate staff members.

The Safety Committee will recommend, to the Superintendent of Schools, programs involving in-service education, accident prevention procedures, procedures for reporting accidents and unsafe conditions, procedures for accident recordkeeping, programs for buildings and grounds inspection, vehicular and pedestrian safety programs, and fire prevention activities.

The Safety Committee is invited annually to report to the Board of Education at a meeting held each spring for the purpose of hearing reports from the Committee on recommendations for continued improvements to safety protocols.

Policy Adopted:
May 20, 1985
Policy Reviewed:
October 18, 1999
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Revised:
August 29, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

SCHOOL SAFETY PLANS AND TEAMS

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management.

Taken together, the district-wide and building level plans shall provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans shall be designed to prevent or minimize the effects of serious violent incidents, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the district's coordination with local and county resources. The plans shall also address risk reduction/prevention, response and recovery with respect to a variety of types of emergencies and violent incidents in district schools, and will address school closures and continuity of operations.

In accordance with state law and regulation, the district shall have the following safety teams and plans to deal with violence prevention, crisis intervention, and emergency response and management:

Comprehensive District-Wide School Safety Team and Plan

The Board shall annually appoint a district-wide school safety team that includes, but is not limited to, a representative from the following constituencies: the Board, teachers, administrators, and parent organizations, school safety personnel and other school personnel. This team shall be responsible for the development and annual review of the comprehensive district-wide school safety plan and must consider the installation of a panic alarm system. The plan shall cover all district school buildings and shall address violence prevention (taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the district level. It shall include all those elements required by law and regulation, including protocols for responding to declared state disaster emergencies involving a communicable disease that are substantially consistent with the provisions of Labor Law §27-c, and an emergency remote instruction plan.

The Superintendent of Schools or his/her designee shall be the district's chief emergency officer, and shall coordinate communication between school staff and law enforcement and first responders. The chief emergency officer shall ensure that all staff understand the district-wide school safety plan and receive training on the building-level emergency response plan, violence prevention, and mental health, and shall also ensure that district-wide and building-level plans are completed, reviewed annually, and updated as needed by the designated dates. The chief emergency officer shall ensure that the district-wide plan is coordinated with the building-level plans, and shall ensure that required evacuation and lock-down drills are conducted.

School Safety Plans and Teams (Continued)

Building-Level Emergency Response Plans and Teams

Each Building Principal shall be responsible for annually appointing a building-level emergency response team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel, law enforcement officials, fire officials, and other emergency response agencies. The emergency response team shall be responsible for the development and review of a building-level emergency response plan for each district building. The plan(s) shall address response to emergency situations, such as those requiring evacuation, sheltering, lockout, and lockdown at the building level and shall include all components required by law and regulation, including measures necessary to comply with Labor Law § 27-c to respond to public health emergencies involving a communicable disease. These confidential plans shall include evacuation routes, shelter sites, medical needs, transportation, and emergency notification of parents and guardians.

Building-level emergency response plans shall include protocols in response to carbon monoxide alarms or detection. Alarm or detection of carbon monoxide will result in the appropriate actions as described by the emergency response plan.

Building-level emergency response plans shall designate:

- an emergency response team for incidents that includes appropriate school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a violent incident or emergency; and
- a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors, and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

The building principal shall be responsible for conducting at least one test every school year of the emergency response procedures under this plan including procedures for sheltering and early dismissal, in addition to or in conjunction with one of the drills required by Education Law § 807.

To maintain security and in accordance with law, the building-level emergency response plan(s) shall be confidential and shall not be subject to disclosure under the Freedom of Information Law or any other law.

Roles and Areas of Responsibility of School Personnel

The District will establish a written contract or memorandum of understanding which defines the roles and responsibility of school personnel, security personnel, and law enforcement, that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations, and community members, as well as probation officers, prosecutors, defense counsels, and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall

School Safety Plans and Teams (Continued)
Roles and Areas of Responsibility of School Personnel (Continued)

define the relationship between a district's, personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

Annual Review and Report

All plans shall be annually reviewed and updated, if necessary, by the appropriate team by July 15. In conducting the review, the teams shall consider any changes in organization, local conditions and other factors including an evaluation of the results of the annual test of the emergency response procedures which may necessitate updating of plans. If the plan requires no changes, then it shall remain in effect. If the district-wide plan requires change, then the updated plan shall be submitted to the Board of Education in time to allow 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students and other interested parties, prior to Board adoption. All plans must be adopted annually by the Board of Education by September 1st.

The Superintendent of Schools shall be responsible for filing the district-level school safety plan and any amendments to the plan with the Commissioner within 30 days after their adoption, no later than October 1st of each year. The district-wide plan will be posted on the district's website. The Superintendent or his/her designee shall be responsible for filing the building-level emergency response plans for the buildings, and any amendments to the plans, with the appropriate local law enforcement agency and the state police within 30 days after their adoption, but no later than October 1st of each year.

Cross-ref: 5159, Bullying and Cyber Bullying
4131, Staff Development Opportunities
3528, Carbon Monoxide Detection and Response
Code of Conduct

Ref: Education Law §2801-a (school safety plans)
Executive Law §2B (state and local natural and manmade disaster preparedness)
8 NYCRR Part 155 (Educational Facilities)

Adoption date:
December 19, 2016
Revised:
August 26, 2019
Revised:
October 18, 2021

School Safety Plans and Teams (Continued)

Reviewed:
August 29, 2022
Revised:
December 18, 2023
Reviewed:
September 16, 2024

SUICIDE PREVENTION

Purpose

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

1. Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation;

2. Further recognizes that suicide is a leading cause of death among young people;

3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide;

4. Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience;

5. Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components.

This policy is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Definitions

At-Risk

Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its level of urgency, shall be determined by the student's level of risk — according to local district policy.

Suicide Prevention (Continued)

Crisis Team

A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis Team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

Mental Health

A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning. Mental health conditions include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance use disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

Risk Assessment

An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

Risk Factors for Suicide

Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

Self-Harm

Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.

Suicide Prevention (Continued)

Suicide

Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt

A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

Suicidal Behavior

Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation

Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion

The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Postvention

Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

Suicide Prevention (Continued)

District Policy Implementation

A district-level suicide prevention coordinator shall be appointed by the superintendent or designee. The district suicide prevention coordinator and building principal shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at-risk for suicide to the school suicide prevention coordinator or appropriate school mental health professional if the coordinator is unavailable.

Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

Youth Suicide Prevention

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Publication and Distribution

This policy shall be distributed annually and be included in all student and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Suicide Prevention (Continued)

Intervention

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal — i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to district protocol until a mental health professional is brought in.

For At-Risk Youth

1. School staff shall continuously supervise the student to ensure their safety until the assessment process is complete;

2. The principal and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible;

3. The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the Parental Notification Involvement section and in compliance with existing state law/ district policy (if applicable), and shall assist the family with urgent referral;

4. Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian;

5. If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law;

6. Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate.

National Suicide Prevention Lifeline

The District will inform students, staff, and parents or guardians of the 988 hotline which connects callers to the National Suicide Prevention Lifeline. Individuals can call or text 988 to be connected to the hotline. The 988 hotline is intended for anyone who is: suicidal; experiencing a mental health or substance use-related crisis; or experiencing any kind of emotional distress.

Suicide Prevention (Continued)

When School Personnel Need to Engage Law Enforcement

A school's crisis response plan shall address situations when school personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP", to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification and Involvement

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or "means safety" with parent or guardian, limiting the student's access to mechanisms for carrying out a suicide attempt e.g., guns, knives, pills, etc. In addition, during means counseling, which can also include safety planning, it is imperative to ask parents whether or not the individual has access to a firearms, medication or other lethal means.

Lethal Means Shall Include the Following:

Firearms.

1. Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student;

2. Recommend that parents store all guns away from home while the student is struggling — e.g., following state laws, store their guns with a relative, gun shop, or police;

3. Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns — accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student;

4. Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks.

    a. If there are no guns at home:

Suicide Prevention (Continued)

Parental Notification and Involvement (Continued)

i. Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members).

b. If parent won't or can't store offsite:

i. The next safest option is to unload guns, lock them in a gun safe and lock ammunition separately (or don't keep ammunition at home for now).

ii. If guns are already locked, ask parents to consider changing the combination or key location – parents can be unaware that the student may know their "hiding" places.

Medications

1. Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser;

2. Recommend disposing of expired and unneeded medications, especially prescription pain pills;

3. Recommend parent maintain possession of the student's medication, only dispensing one dose at a time under supervision.

    a. If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:

        i. Prescriptions, especially for pain, anxiety or insomnia

        ii. Over-the-counter pain pills

        iii. Over-the-counter sleeping pills

4. Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

<u>Re-Entry Procedure</u>

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

Suicide Prevention (Continued)

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.

2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.

3. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.

4. The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.

5. The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

In-School Suicide Attempts

1. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures;

2. School staff shall supervise the student to ensure their safety;

3. Staff shall move all other students out of the immediate area as soon as possible;

4. The school-employed mental health professional or principal shall contact the student's parent or guardian. (**Note**: See Parental Notification and Involvement section of this document);

5. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt;

6. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim;

7. Staff shall request a mental health assessment for the student as soon as possible.

Suicide Prevention (Continued)

In-School Suicide Attempts (Continued)

Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization. A mental health assessment, including a suicide risk assessment, can help determine the best treatment plan and disposition.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services)
2. Inform the student's parent or guardian
3. Inform the school suicide prevention coordinator and principal

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Attempt

Development and Implementation of a Crisis Response Plan

The crisis response team, led by a designated crisis response coordinator, shall develop a crisis response plan to guide school response following a death by suicide. This plan may be applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. Ideally, this plan shall be developed long before it is needed. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

Action Plan Steps

Step 1: Get the Facts

The crisis response coordinator or other designated school official (e.g. the school's principal or superintendent) shall confirm the death and determine the cause of death through communication with the student's parent or guardian, the coroner's office, local hospital, or police department. Before the death is officially classified as a suicide by the coroner's office, the death shall be reported to staff, students, and parents or guardians, with an acknowledgement that its cause is unknown. When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name (e.g., "We had a ninth-grade student die over the weekend"). If the parents do not want to disclose cause of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students. If the family refuses to permit disclosure, schools may state

Suicide Prevention (Continued)

After a Suicide Attempt (Continued)

"The family has requested that information about the cause of death not be shared at this time." Staff may also use the opportunity to talk with students about suicide.

Step 2: Assess the Situation

The crisis response team shall meet to prepare the postvention response according to the crisis response plan. The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected. The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

Another consideration related to communication after a suicide death involves educating parents and other adults on suicide grief, since adult behavior following a suicide death can have a great impact on students, particularly elementary school-aged students.

Step 3: Share Information

Inform the faculty and staff that a sudden death has occurred, preferably in an all-staff meeting. The crisis response team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed. The statement shall include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Staff shall respond to questions only with factual information that has been confirmed. Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student. Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions. The crisis response team may prepare a letter — with the input and permission from the student's parent or guardian — to communicate with parents which includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may also be planned. Staff shall direct all media inquiries to the designated school or district spokesperson.

Step 4: Avoid Suicide Contagion

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or trauma. Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. The crisis response team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk.

Suicide Prevention (Continued)

After a Suicide Attempt (Continued)

In the staff meeting, the crisis response team shall review suicide warning signs and procedures for referring students who present with increased risk. For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Step 5: Initiate Support Services

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The crisis response team shall coordinate support services for students and staff in need of individual and small group counseling as needed. School-employed mental health professionals will provide on-going and long term support to students impacted by the death of the student, as needed. If long term intensive services by a community provider are warranted, the school- employed mental health professional will collaborate with that provider and the family to ensure continuity of care between the school, home, and community. Together with parents or guardians, crisis response team members shall provide information for partner community mental health providers, or providers with appropriate expertise, to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible. Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

Step 6: Develop Memorial Plans

The school shall develop policy regarding memorialization due to any cause and strive to treat all deaths the same way. Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students. Spontaneous memorials may occur from students expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by school administration. If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response.

The school shall also leave a notice for when the memorial will be removed and given to the student's family. Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited. School shall not be canceled for the funeral or for reasons related to the death. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

Suicide Prevention (Continued)

After a Suicide Attempt (Continued)

It is noteworthy that even articles that are inappropriate to share with families may have been therapeutic for the students to create. Allowing for these memorials to stay in place for a brief period up to the funeral (up to approximately five days), and monitoring memorials while in place, is recommended to avoid hostile and glamorizing messaging and to monitor for at-risk students.

Step 7: Postvention as Prevention

Following a student suicide, schools may take the initiative to review and/or revise existing policies.

External Communication

The school or district-appointed spokesperson shall be the sole media spokesperson. Staff shall refer all inquiries from the media directly to the spokesperson. The spokesperson shall:

1. Keep the district superintendent and school crisis response coordinator informed of school actions relating to the death;

2. Prepare a statement for the media, which may include the facts of the death, postvention plans, and available resources — the statement shall not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

The school or district-appointed spokesperson shall answer all media inquiries. If a suicide is to be reported by news media, the spokesperson shall encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic") to mitigate the risk of suicide contagion. The spokesperson shall encourage media not to link bullying to suicide, and not to speculate about the reason for suicide and instead offer the community information on suicide risk factors, warning signs, and resources available.

Adopted:

December 19, 2016

Revised:

October 24, 2022

RELATIONSHIP OF THE SCHOOL BOARD TO STATE AND LOCAL GOVERNMENT

The term "board of education" shall include by whatever name known the governing body charged with the general control, management and responsibility of the schools of a union free school district, central district, or a city school district. (Art. 1, Sec. 2, No. 14, New York State Education Law, 1957)

The responsibility for education has been placed in the hands of the state legislature. By custom, the state has permitted the development of provisions for education locally. As a result, the school board represents not only the people of the school district, but the people of the entire state in its relationship to the local school system. (New York State Constitution, Article XI, Sec. 1)

Because of the intimate relationship between matters of proper concern to other local government, there is necessity for close cooperation. The Board of Education should stand ready to give such cooperation wherever it will be helpful.

Policy Reviewed:
February 15, 1971

Policy Adopted:
August 28, 1973

Policy Reviewed:
October 18, 1999

Policy Reviewed:
January 24, 2022

LOAN OF TEXTBOOKS TO PRIVATE AND PAROCHIAL SCHOOLS

Definition

For purposes of this policy, a textbook is defined as a book which is used by a group of student in Grades kindergarten through 12 in a classroom as a basic instructional tool for a course of study. Such books will be approved by the Patchogue-Medford Board of Education. Such textbooks shall not be sectarian or religious in nature. They may be either hardcover or paperback.

Excluded from this policy are library books and workbooks of an expendable nature.

State of Policy

A student residing in the Patchogue-Medford School District and enrolled in Grades kindergarten through 12 in a private or parochial school located in New York State may borrow textbooks for the course in which the pupil is enrolled. The number of books for any course will not exceed the number of books supplied to students enrolled in similar courses in the public schools of the Patchogue-Medford School District.

Procedure for Acquisition of Books

To receive a book, a student attending a private or parochial school will complete a form furnished by the Patchogue-Medford Board of Education, giving titles and authors of the books and indicating the course for which it is required. Such students will request their academic director to verify that the book is a basic instructional tool for the course stated. The Patchogue-Medford superintendent of schools or his/her designee must approve the request, signifying that the books are proper in number and in subject matter.

Deadlines

1. In order to receive books by the commencement of school in September, a student in Grades kindergarten through 11 should submit an application for the books which the pupil will need by April 1st of the school year preceding the year in which the books are required. Delivery of required books cannot be guaranteed by September for persons who file the required application after the April 1 deadline.

2. However, a student moving into the district or transferring to a private school at any time during the year may request appropriate textbooks. The Patchogue-Medford School District will procure the books as soon as possible, but will not guarantee delivery in less than six (6) weeks.

Responsibility

The life expectancy of a hardcover book is at least five (5) years. A student who abuses a book to the extent that the life expectancy of the books will be shortened, will be expected to pay for the damage. This charge will be estimated at cost less 20% for each year the book has been in use. In no case will the minimum cost be less than $1.

Policy Adopted:
May 23, 1966

Policy Reviewed:
March 15, 1971

Policy Adopted:
November 20, 1973

Policy Revised:
January 28, 1991

Policy Reviewed:
October 18, 1999

Policy Revised:
January 24, 2022

ARTICLE II

ADMINISTRATION

A. Central Administrative and Supervisory Personnel

1. Superintendent of Schools 2110

2. The Annual Evaluation of the Superintendent of Schools and the Executive Administrative Staff Reporting to the Superintendent of Schools 2140

B. Administrative Operations

1. Table of Administrative Organization 2410

2. Nondiscrimination in Education Programs and Activities.....2451

3. Sexual Harassment of Employees.....2452
(See also Policy #5148 Sexual Harassment of Students)

4. Sexual Harassment in the Workplace 2452.2

5. Prohibition Against Silent Resignations in Cases of Alleged Child Abuse by Employees.....2453

6. Victims of Domestic Violence.....2454

Revised 11-25-19
Revised 1-22-24

POSITION DESCRIPTION
SUPERINTENDENT OF SCHOOLS

The superintendent of schools is the chief executive and advisory officer of the Board of Education. It is the school superintendent's responsibility that good planning, organizational, administrative and evaluative procedures are continuously followed in all phases of the schools' programs.

As educational leader of the school system, the superintendent of schools shall direct, control and supervise all matters affecting the school district. Specifically, the school superintendent's duties and responsibilities shall include the following:

1. Attend all scheduled meetings of the whole school board, unless otherwise excused, and, when requested to do so, attend meetings of the school board committees.

2. Administer the entire school district operation through policies and regulations established by the Board of Education and enforce all provisions of the New York State Education Law applicable to the operation of the schools. Further, the school superintendent shall possess the authority to discharge all duties described by law and Board of Education policy. In situations where the school superintendent's duties are not definitely prescribed, the school superintendent may exercise discretion subject to Board of Education approval.

3. Prepare, with the assistance of staff personnel, all courses of study and curricula materials to be used in the schools and subject to review and approval by the Board of Education.

4. Recommend suitable textbooks for Board of Education approval.

5. Have responsibility for the educational development and performance of the school system, as well as for supervision and appraisal of the school district's instructional program.

6. Recommend all new appointments, resignations, and retirements; changes in salary status or promotion; and requests for leaves-of-absence for all district personnel. However, the school superintendent may fill vacancies caused by temporary illness or necessary absences of all personnel or make other temporary arrangements relative to school district personnel which may be deemed proper. The superintendent of schools shall also have the power to suspend any employee for cause; and the superintendent of schools shall report such suspension to the Board of Education at its next regular meeting or at an earlier special meeting if called for the purpose of further action on the matter.

Position Description -- Superintendent of Schools (Continued)

7. Have supervision and direction over all school district personnel and school district activities, and to be responsible for internal administrative procedures the school superintendent establishes.

8. Oversee the transfer of personnel within their area of certification, specialization, or civil service status, reporting such changes to the Board of Education.

9. Keep the Board of Education informed of the extent to which performance of procedures, policies and programs put into effect conform to plans.

10. Act to correct unsatisfactory conditions and to remove obstacles to goal attainment following review by the Board of Education.

11. Prepare the annual budget after consultation with appropriate staff members prior to its adoption by the Board of Education and shall administer the budget as subsequently approved by the voters.

12. Prepare, through assistance of the business department, the necessary financial reports and such other reports of building operation and maintenance as the occasion demands.

13. Have the authority to close the schools or shift to remote instruction on days of inclement weather and such other times as the welfare of the students and staff may demand.

14. Prepare meeting agendas in consultation with the school board president as well as receive and review all matters of school policy and procedure brought to the Board of Education by the citizens. All information pertinent to the specific condition shall be gathered and presented in an organized manner for the Board of Education.

15. Approve the use of school facilities during non-school hours by outside agencies, provided that such use is in conformity with Section 414 of the New York State Education Law and established policies of the Board of Education.

16. Seek advice of the Board of Education on major conditions and problems affecting the effectiveness of the school district's operations.

17. Prepare and distribute from time to time, or as requested by the Board of Education, reports to the school board reviewing conditions and developments in the school system and include recommendations the superintendent of schools may deem necessary or helpful

Position Description -- Superintendent of Schools (Continued)

18. Exercise such further powers and duties as the Board of Education may from time to time prescribe.

Policy Adopted:
August 28, 1973

Policy Revised:
January 28, 1991

Policy Reviewed:
November 8, 1999

Policy Revised:
May 23, 2022

THE ANNUAL EVALUATION OF THE SUPERINTENDENT OF SCHOOLS AND EXECUTIVE ADMINISTRATIVE STAFF REPORTING TO THE SCHOOL SUPERINTENDENT

Dynamic administrative leadership is critically important to the improvement and the effectiveness of school programs. The performance of the superintendent of schools and the central administration officials reporting to the superintendent of schools will be evaluated annually and a report rendered to the members of the Board of Education at a regularly scheduled meeting. The evaluation reports will be delivered in executive session of the Board of Education and the superintendent of schools will participate in the discussions.

An effective evaluation model begins with the collection of data and includes analyzing operations and evaluating the effectiveness of leadership. The following procedures will be observed in the evaluation process:

I. For the Superintendent of Schools

A. Towards the end of the school year, the president of the Board of Education will meet in executive session with the board to discuss the performance of the school superintendent for the fiscal year, which will end on June 30, and an evaluation form that will be used to evaluate the superintendent, this form may be generated electronically. The Board of Education president will call for an executive session meeting in subsequent to the submission of the review forms. The Board of Education president or district clerk will compile each of the evaluations and prepare a report for the school board reflecting each school board member's evaluation.

B. At a Board of Education meeting at the end of each year, the school board will convene in executive session to discuss with the superintendent the evaluation conducted by the Board of Education. At the conclusion of the superintendent's evaluation, the school board will review the superintendent's contract period, and establish a salary and fringe benefits package to be part of the school superintendent's contract.

C. These procedures will be kept on file with the clerk of the district and the outcome of actions taken by the Board of Education will be printed in the minutes retained for the June Board of Education meeting and in related contract documents. Discussions held in Executive Session will be treated as confidential to the members of the Board of Education.

The Annual Evaluation of the Superintendent of Schools and Executive Administrative Staff Reporting to the School Superintendent (Continued)

II. For District Executive Staff

A. Toward the end of each school year the superintendent of schools will meet individually with district administrators who are not members of unions for the purpose of reviewing the evaluation record during the current school year and to establish goals for the coming year.

B. During the interviews, the superintendent of schools will be present and will review the record of each administrator and suggest goals and objectives for the coming year.

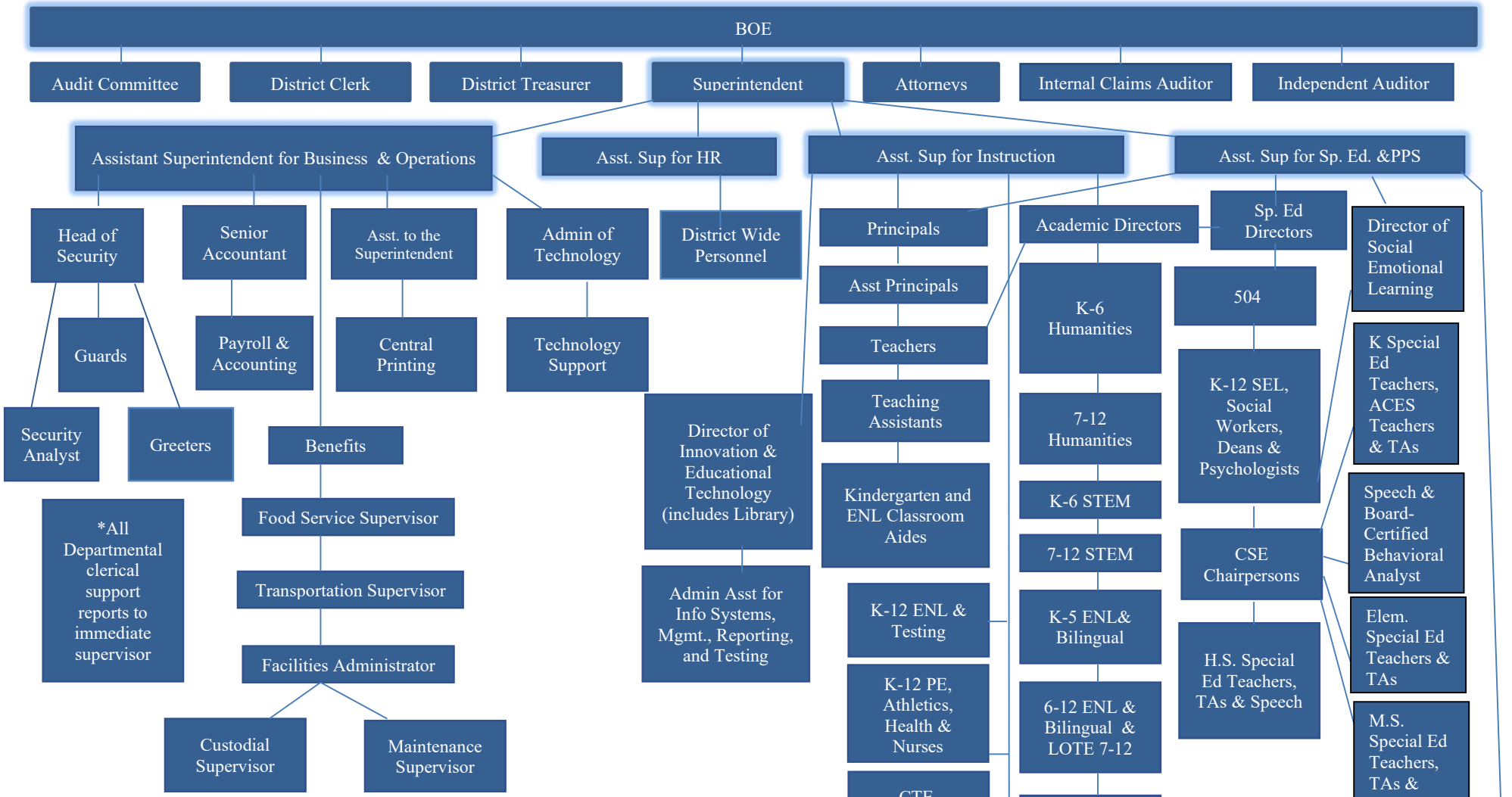
C. When the evaluations are completed, the superintendent will present the results of the discussions regarding administrator performance and goals in an executive session convened for this purpose. The report by the superintendent will include a recommendation for salary and benefits for the next school year for each administrator reviewed.

D. Upon receiving and discussing this information, the Board of Education will establish the salary and fringe benefits for district administrators for the following school year. The salary and benefits that are established will be commensurate with their responsibilities and with the record for the annual assessment of their performance.

E. These procedures will be filed with the district clerk and any actions arising as a result, of the evaluation process will be recorded in the minutes of the Board of Education meeting at which the actions are authorized. Discussions held in Executive Session will be treated as confidential to the members of the Board of Education.

Policy Adopted:
August 18, 1986
Policy Revised:
January 28, 1991
Policy Revised:
September 28, 1998
Policy Revised:
October 23, 2000
Policy Revised:
May 20, 2002
Policy Revised:
May 23, 2022

Patchogue-Medford Schools – Table of Administrative Organization 2410



Adopted 10/16/73	Revised 11/19/18
Revised 2/8/82	Revised 1/28/19
Revised 10/18/82	Revised 3/30/20
Revised 10/21/85	Revised 12/21/20
Revised 1/28/91	Revised 1/24/22
Revised 12/16/91	Revised 10/24/22
Revised 10/19/92	Revised 5/24/23
Revised 11/15/10	Revised 12/18/23
Revised 11/21/11	Reviewed 1/13/25
Revised 11/19/12	
Revised 8/29/16	

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The Board of Education , its officers and employees shall not discriminate in any of its educational programs, activities or employment policies on the basis of legally protected classes, such as, but not limited to: race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, national origin, creed, religion (including religious practices), marital status, sex (including pregnancy, childbirth, or related medical condition), gender identity and expression (i.e., actual or perceived gender-related identity and sexual stereotypes, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including but not limited to the status of being transgender), age, sexual orientation, disability (physical or mental), predisposing genetic characteristic, military or work status, domestic violence victim status, socio-economic status, or use of a guide dog, hearing dog, or service dog, as applicable. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement, and/or terminations.

Additionally, to promote the district website's accessibility to staff, students, and members of the community with disabilities, the district will maintain a website that is accessible(or contains accessible alternatives) on perceivability, operability and understandabilityprinciples. The district's Administrator of Technology is responsible for considering the following when developing or updating the district website:

- Adding the text equivalent to every image;
- Posting documents in a text-based format such as HTML or RTF in addition to PDFs;
- Avoiding dictating colors and font settings;
- Including audio descriptions and captions to videos;
- Identifying other barriers to access; and
- Making other considerations when developing the district's website.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy will be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Annual Notification

At the beginning of each school year, the district will publish a notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, students and the community. The public notice will:

Nondiscrimination in Education Programs and Activities (Continued)
Annual Notification (Continued)

1. inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression);
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and
3. be included in announcements, bulletins, catalogues, and applications made available by the district.

The **Assistant Superintendent for Human Resources** has been designated to handle inquiries regarding the district's non-discrimination policies. Contact information for the Assistant Superintendent for Human Resources is available on the district's website.

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Cross-ref: Policy 5137, Students with Disabilities Pursuant to Section 504
Policy 5170, Student Harassment & Bullying Prevention and Intervention
Code of Conduct
Policy 5159 Unlawful Harassment and Bullying
Policy 2452 Sexual Harassment

Ref: Age Discrimination in Employment Act of 1967 29 U.S.C. §§621 *et seq.*
Americans with Disabilities Act, 42 U.S.C. §§12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d *et seq.* (nondiscrimination basedon race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e *et seq.* (nondiscrimination based on race, color, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 *et seq.* (nondiscriminationbased on sex)
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Genetic Information Nondiscrimination Act of 2008 P.L. 110-23334 C.F.R. §§ 100.6; 104.8; 106.9; 110.25
Executive Law §§290 *et seq.*, 292(37-38) (New York State Human Rights Law)
Education Law §§10-18 (The Dignity for All Students Act) Education Law §§313(3); 3201; 3201-a
ADA Best Practices Tool Kit for State and Local Governments, Website Accessibility Under Title II of the ADA (see Chapter 5 and Chapter 5 Addendum checklist), www.ada.gov/pcatoolkit/toolkitmain.htm

Nondiscrimination in Education Programs and Activities

Policy Adopted:
September 20, 1976
Policy Revised:
January 28, 1991
Policy Amended:
September 20, 1993
Policy Reviewed:
November 8, 1999
Policy Revised:
August 29, 2016
Policy Revised:
May 20, 2019
Policy Revised:
November 25, 2019
Policy Revised:
March 22, 2021
Policy Revised:
October 24, 2022

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES REGULATION

Students, staff members and any other persons having inquiries or concerns regarding equity compliance issues are to direct such concerns and questions pursuant to the grievance procedures outlined in this policy. The procedures set forth in this regulation do not supersede any protection complainants are provided under existing state or federal law.

Definitions

1. *Complainant* means an applicant, employee, student or vendor who alleges that they havebeen subjected to discrimination, which may be a violation of this policy, as well as a violation of federal or state law or associated regulations, which has affected him/her.
2. *Complaint* means any alleged act of discrimination which may be a violation of this policy, which may also violate federal and state civil rights laws or associated regulations.
3. *Compliance* means the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under the Civil Rights Act of 1964, Section 504 and the ADA. The district's compliance officer is: ***Assistant Superintendent for Human Resources, Patchogue Medford School District, 241 South Ocean Avenue, Patchogue, NY 11772***.

To ensure compliance with this policy, the superintendent of schools shall annually:

- Recommend to the Board of Education a member of the administrative staff to serve as equity compliance officer;
- Recommend four persons, including at least one student, to serve on an advisory equity compliance committee to assist the compliance officer, as needed;
- Provide for the publication of all announcements regarding this policy. Such publication shall include the name, office address and telephone number of the equity compliance officer designated pursuant to this policy and shall be included once each year in the back to school mailing parent and student handbooks which may be published and on the district's website.

The equity compliance officer shall:

- Coordinate efforts of the district to comply with this policy;
- Develop and ensure the maintenance of a filing system to keep all records required under this policy;
- Investigate any complaints concerning violations of this policy pursuant to the grievance procedures outlined herein; and

- Administer the grievance procedure established in this policy.

The Board of Education is of the general view that discrimination on the basis of the categories heretofore stated in any education program or activity of this district is not to be permitted except where necessary to accomplish a specific purpose that does not impinge upon applicable laws and the essential equality or fundamental fairness in the treatment of students, employees of this district or any other person. Accordingly, employees of this district are required by this policy to comply with the provisions of:

1. This policy as in the case of any rule or regulation adopted by the Board of Education of this district; and

2. All related statutes and regulations, as such are applicable to this district.

This policy's prohibition against action by employees or other persons acting in the name and on behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in any educational program or activity because of any of the categories heretofore mentioned of a student, an employee or any other person, applies to all education programs and activities conducted by this district, except as allowed by law and applicable regulations.

Grievance Procedure -- Any students, employees of the district or any other persons who believe they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity, on the basis of any of the categories heretofore noted, in violation of this policy, may file a complaint as prescribed below. However, with regard to students in particular, individuals should refer to Board Policy 2452, Sexual Harassment, and Board Policy 5170, Student Harassment & Bullying Prevention and Intervention (DASA), which outline specific procedures for making complaints, investigating complaints, and remedial action as necessary to address the conduct covered by those policies. If no acceptable resolution is found at level one, then the parties will proceed to level two, etc. The investigation and resolution of any complaints alleging an action prohibited by the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, or the Age Discrimination Act shall be dealt with in the following prompt, equitable and impartial manner.

1. Students and Adult Non-Employees

   Level 1 -- Informal discussions of a verbal complaint with appropriate staff member at the school. If the complaint cannot be resolved at Level 1, it should be referred to the building principal.

Nondiscrimination in Education Programs and Activities Regulation (Continued)

Level 2 -- Formal written complaint to building principal who will promptly and thoroughly investigate the matter and thereafter issue a written response within ten business days. If additional time is needed to make a finding or issue a written response, the principal will report to all parties the need for additional time. In the event the principal finds there has been a violation of this policy, s/he will propose a resolution of the complaint. If the complainant or respondent is not satisfied with the finding or with the proposed resolution, s/he may request review / file a written complaint with the Equity Compliance Officer (Level 3) within ten (10) days after s/he has received the report of the principal.

Level 3 -- Written complaint to the Equity Compliance Officer who will promptly and thoroughly investigate the matter and thereafter respond, in writing, within ten business days. If additional time is needed to make a finding or issue a written response, the Equity Compliance Officer will report to all parties the need for additional time. In the event the Equity Compliance Officer finds there has been a violation of this policy, s/he will propose a resolution of the complaint. If the complainant or respondent is not satisfied with the finding or with the proposed resolution, s/he may file a written request for review by the Superintendent of Schools (Level 4) within ten (10) days after s/he has received the report of the Equity Compliance Officer.

Level 4 -- Written appeal to the superintendent of schools, who will promptly and thoroughly investigate the matter and thereafter provide a final written response within ten business days, or order a hearing, the commencement date of which shall be within thirty business days. If additional time is needed to make a finding or issue a written response, the Superintendent (or his/her designee) will report to all parties the need for additional time The Superintendent may request that the complainant, the respondent, or other individuals, as appropriate, present a written statement to him/her setting forth any information that such person has relative to the complaint and the facts surrounding it. The Superintendent's written determination will include a finding whether there has been a violation of this policy and, if so, will include a proposal for equitably resolving the complaint.

Nondiscrimination in Education Programs and Activities Regulation (Continued)

2. Faculty and Staff

In addition to this policy, Board Policy 2452 addresses sexual harassment of employees and outlines procedures for making a complaint, investigation of complaints, and remedial action as necessary to address the same. Faculty and operational staff also have a grievance machinery as provided by negotiated contracts. Equity compliance complaints will be processed within the regulations of these agreements or applicable District policy (including this policy, utilizing the grievance mechanism outlined above), with the exception that the hearing officer at the superintendent's level will be the Equity Compliance Officer.

Regulations Adopted:
October 24, 2022

WORKPLACE DISCRIMINATION

Use this form to file an internal claim of workplace discrimination (other than sexual harassment, which should be filed in accordance with Policy #2452), including hostile work environment, based on race, color, national origin, creed, age, genetic information, marital status, familial status, domestic violence victim status, religion, disability, pregnancy-related condition, arrest (not pending), criminal conviction, military or veteran service status, or any other characteristic or basis protected by applicable law.

PERSONAL INFORMATION

Name: _____ Building/Department: _____
Home Address: _____ Business Address: _____
_____ _____
_____ Zip _____ _____ Zip _____

SUPERVISOR INFORMATION

Immediate Supervisor's Name: _____
Title: _____
Business Phone: _____

DETAILS OF CLAIM

1. Claim of discrimination/harassment is based on (check one or more that apply):

( ) RACE
( ) COLOR
( ) NATIONAL ORIGIN
( ) CREED
( ) AGE
( ) VETERAN STATUS
( ) OTHER (explain)
( ) RELIGION
( ) MARITAL STATUS
( ) FAMILIAL STATUS
( ) DOMESTIC VIOLENCE
( ) VICTIM STATUS
( ) GENETIC INFORMATION
( ) DISABILITY
( ) PREGNANCY OR PREGNANCY -RELATED CONDITION
( ) ARREST (NOT PENDING)
( ) CRIMINAL CONVICTION
( ) MILITARY STATUS

_____

2. Claim of discrimination/harassment is made against: Your Relationship to this person:

Name: _____
Work Address: _____
_____
Work Phone: _____

( ) Supervisor
( ) Co-worker
( ) Subordinate
( ) Other: _____

3. Incident(s) occurred on or about (date(s)):

4. _____

5. Briefly describe the incident and your reasons for concluding that it was discriminatory. Include names of witness(es), if any, and attach supporting data, if available. Use an additional sheet(s), if necessary.

_____

_____

_____

_____

_____

_____

AFFIRMATION: I understand that the filing of this internal claim does not prevent me from filing a claim of discrimination through judicial or administrative processes.

I hereby affirm that the information contained in this claim is true and correct to the best of my knowledge, information and belief.

DATE: _____

SIGNATURE: _____

PRINT NAME: _____

DATE RECEIVED: **BY WHOM:**

_____	_____	_____
	Signature	Print Name
_____	_____	_____
	Signature	Print Name
_____	_____	_____
	Signature	Print Name

SEXUAL HARASSMENT GRIEVANCES UNDER TITLE IX

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a school district that receives federal financial assistance. As required by Title IX, the district does not discriminate on the basis of sex in its education programs and activities or in employment.

Under federal regulations implementing Title IX, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Federal Title IX regulations only address reports or complaints of discrimination or harassment occurring against a person in the United States.

Reports or Complaints of Discrimination on the Basis of Sex or Sexual Harassment

Any person may report sex discrimination, including sexual harassment, at any time and through any means, including in person, by mail, telephone, email or other electronic means, to the district's Title IX Coordinator.

If any district employee is notified of or observed alleged sexual harassment or discrimination on the basis of sex, they must inform the Title IX Coordinator.

If notified of conduct potentially constituting sexual harassment under Title IX, the Title IX Coordinator will contact the individual alleged to have experienced sexual harassment to explain the process for filing a formal complaint, which initiates an investigation into the Title IX sexual harassment allegations under the district's grievance procedures, and to discuss the availability of supportive measures. The district may not take disciplinary or other action that is not a supportive measure against an individual alleged to have engaged in sexual harassment in violation of Title IX without a formal complaint and without first following the district's grievance procedures outlined below.

Allegations that are the subject of formal complaints of sexual harassment under these procedures may also be addressed under the district's other applicable policies, either in tandem with or subsequent to these procedures.

Sexual Harassment Grievances Under Title IX (Cont'd.)
Reports or Complaints of Discrimination on the Basis of Sex or Sexual Harassment (Cont'd.)

Complaints or reports of discrimination on the basis of sex under federal Title IX regulations other than sexual harassment are addressed in the manner provided by policy 2451, Non-Discrimination in Education Programs and Activities. If alleged discrimination or sexual harassment is not covered by Title IX regulations, it may be covered by state laws, addressed in district policies 2452.2, Sexual Harassment in the Workplace; 5170, Student Harassment and Bullying Prevention and Intervention; and the Code of Conduct. Allegations of sexual harassment that do not result in a formal complaint under these procedures will be addressed by the district under these or other applicable policies in a manner not inconsistent with the requirements of the Title IX regulations.

Supportive Measures

Once the district has notice of sexual harassment or allegations of sexual harassment, the Title IX Coordinator will promptly contact the complainant of sexual harassment under Title IX and discuss the availability of supportive measures regardless of whether the complainant chooses to file a formal complaint under Title IX or not.

Potential supportive measures offered to both complainants and respondents include:

- Counseling,
- Extensions of deadlines or other course-related adjustments,
- Modifications of work or class schedules,
- Campus escort services
- Mutual restrictions on contact between the parties,
- Changes in work locations,
- Leaves of absence,
- Increased security and monitoring of certain areas.

The Title IX coordinator will discuss and determine the complainant's wishes with respect to supportive measures.

Formal Complaints

A formal complaint is a document filed by a complainant, a minor complainant's parent or legal guardian, or signed by the Title IX Coordinator alleging sexual harassment under Title IX against an individual and requesting that the district investigate the allegation of sexual harassment under Title IX. The formal complaint must be a written document but need not be in any specific form, so long as it clearly indicates by signature or otherwise that the complainant, or the parent/guardian of a minor complainant, is the person filing the formal complaint. At the time a formal complaint is filed, the complainant must be participating or attempting to participate in the district's education program or activity.

Sexual Harassment Grievances Under Title IX (Cont'd.)
Formal Complaints (Continued)

A formal complaint investigation and process will be triggered when the complainant files a formal complaint of sexual harassment under Title IX.

The district will investigate the complaint and make determinations regarding a complaint's allegations using a preponderance of evidence standard.

The Title IX Coordinator, investigator, decision-maker or facilitator of an informal resolution process, if applicable, must not have a conflict of interest or bias for or against complainants or respondents. All individuals with conflicts of interest or bias must recuse themselves.

For each formal complaint, the district will appoint an investigator and a separate decision-maker. The Title IX Coordinator may, but is not required to be the investigator, but will not serve as a decision-maker.

District Responsibilities

Throughout the Title IX process the district will, among other things:

- Treat complainants and respondents equitably.
- Perform an objective evaluation of all available evidence.
- Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Ensure that no information protected by a legal privilege such as the attorney-client privilege may be used for any purpose or be sought through disclosure unless the person holding the privilege has waived such privilege.

Timeframes

The district has established reasonably prompt approximate time frames for the conclusion of the grievance process unless delayed or extended. The time frames for appeals are set forth in the section below on Appeals.

- Written notice of a formal complaint to known parties will be given and investigations will begin within approximately ten (10) calendar days following receipt of a complaint.
- Investigations will be completed and both parties will be provided with an investigative report within approximately sixty (60) calendar days of receipt of the formal complaint.
- Determinations will be made approximately ninety (90) calendar days following receipt of the formal complaint.

Sexual Harassment Grievances Under Title IX (Cont'd.)
Timeframes (Continued)

The district has also established a process that allows for a temporary delay or limited extension of timeframes for good cause with notice to the parties that includes the reason for the delay.

- Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- The Title IX Coordinator will evaluate the request for an extension of timeframes and make a prompt determination to either extend the timeframes, or take or recommend other action to be able to meet the timeframes.
- If an extension is granted, the Title IX Coordinator will notify the parties in writing of the reason(s) for the delay, and the estimated date the stages in the timeframe will be complete.

Notice

Upon receipt of a formal complaint of sexual harassment under Title IX, the district will provide written notice to the complainant and respondent(s) in sufficient time to allow the parties who are known to prepare a response before an initial interview.

The notice to the complainant and respondent will include, among other items:

- Information regarding the grievance process
- The conduct allegedly constituting sexual harassment under Title IX, and if known, the identities of the parties involved in the incident, as well as the date and location of the alleged incident.
- A statement that the respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Notification that the parties may inspect and review evidence
- Policies regarding knowingly making false statements or submitting false information during the grievance process.
- Notification that after commencing an investigation of a formal complaint, the district may decide to also investigate allegations that were not included in the initial notice to the parties. In that case, the district will provide notice of the additional allegations to the parties.

Investigations

Upon receipt of a formal complaint of sexual harassment under Title IX, the Title IX Coordinator will conduct an investigation or assign an investigator. The assigned harassment investigator will:

Sexual Harassment Grievances Under Title IX (Cont'd.)
Investigations (Cont'd.)

- Gather additional information through interviews of the complainant, respondent, and witnesses and synthesize the information in a report.
- The investigator has the discretion to determine the relevance of any witness or other evidence and may exclude information in preparing the investigation report if the information is irrelevant, immaterial, or more prejudicial than informative.
- Prior to completing the investigative report, give each party the opportunity to inspect and review all evidence that is directly related to the allegations in the complaint and ten (10) calendar days to submit a response to the evidence, which will be considered by the investigator.
- Produce a written report that contains the relevant information and facts learned during the investigation, and may include direct observations and reasonable inferences drawn from the facts and any consistencies or inconsistencies between the various sources of information. The investigator may exclude statements of personal opinion by witnesses and statements as to general reputation for any character trait, including honesty. The investigator will not make a finding or recommended finding of responsibility. The investigator's report will include credibility assessments based on their experience with the complainant, respondent, and witnesses, as well as the evidence provided.
- The investigator's written report will be provided to both parties and their representatives, if any. Each party will have ten (10) calendar days to review the report and provide a written response, if any.

During the formal complaint process, the parties will have an equal opportunity to:

- Present witnesses and to gather and present relevant evidence.
- Have others present during any grievance proceeding, including the representative of their choice who may be, but is not required to be, an attorney.
- Inspect and review all evidence obtained as part of the investigation that is directly related to the allegations in the complaint, and respond to the evidence prior to the conclusion of the investigation.

<u>Dismissal</u>

The district must dismiss a formal complaint when the conduct alleged in the formal complaint of sexual harassment under Title IX:

- would not constitute sexual harassment under Title IX even if proved;
- did not occur in the district's education program or activity.
- Did not occur against a person in the United States

Such a dismissal does not preclude action under another provision of the district's code of conduct, or another policy adopted pursuant to state law

Sexual Harassment Grievances Under Title IX (Cont'd.)
Dismissal (Cont'd.)

The district may dismiss a formal complaint when:

- A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or any of its allegations;
- the respondent is no longer enrolled or employed by the district; or
- specific circumstances prevent the district from gathering enough evidence to reach a determination on the formal complaint or allegations.

If a complaint is dismissed, the decision-maker will send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Questions

Prior to the decision-maker issuing a written determination, each party will have the opportunity to submit written, relevant questions that a party wants asked of any party or witness. Questions must be submitted within ten (10) calendar days of the date the investigative report is provided to the parties. All responses to questions provided by a party or witness will be provided to each party within approximately five (5) calendar days. The parties will have an additional five (5) calendar days to submit any, additional, limited follow-up questions. Responses to follow-up questions will be provided within approximately five (5) calendar days of the questions' receipt. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations

Following receipt of the investigative report, and subsequent question-and-answer process, the decision-maker shall issue a written determination. The decision-maker's written determination will address:

- The allegations,
- The procedural steps taken in the case at hand,
- The findings of fact,
- The applicability of code of conduct and local rules to the facts, and

Sexual Harassment Grievances Under Title IX (Cont'd.)
Determinations (Cont'd.)

- The result with corresponding rationale for each addressed allegation, including a determination of responsibility, disciplinary sanctions, and whether remedies to restore or preserve access will be provided.
- The procedures and permissible bases for the complainant and respondent to appeal.

Disciplinary Sanctions and Remedies

If the district determines responsibility for sexual harassment, if the decision is not appealed, or if the appeal is dismissed, the district will impose disciplinary sanctions, which may include:

- Student respondents: consequences may include warning, reprimand, detention, in-school suspension, and suspension from school, to be imposed consistent with the district's Code of Conduct and applicable law;
- Employee respondents: consequences may include warning, reprimand, mandatory counseling, re-assignment, demotion, suspension, and termination, to be imposed consistent with all applicable contractual and statutory rights;
- Volunteer respondents: consequences may include warning, reprimand, loss of volunteer assignments, and removal from future volunteer opportunities; and
- Vendor respondents: consequences may include warning, removal from school property, denial of future access to school property, and denial of future business with the district.
- Other individuals: consequences may include warning, removal from school property, and denial of future access to school property.

The Title IX Coordinator will facilitate the transfer of information and determinations from the Title IX complaint process to the appropriate administrator, to aid in the imposition of disciplinary consequences.

The district may also provide or facilitate remedies, which may include:

- Training of entire departments, classes, or groups;
- Peer support groups;
- Letters of apology;
- Separation of the parties;
- Additional supervision or mentoring for the respondent; and
- Restitution and restoration.

Sexual Harassment Grievances Under Title IX (Cont'd.)

Appeals

Following a decision-maker's written determination, either party may appeal the written determination or dismissal of the complaint.

An appeal must be submitted to the Title IX coordinator within thirty (30) calendar days of receipt of the determination or dismissal (as applicable) and must identify all information a party wishes to have considered on appeal. Any appeal statement will be shared with the other party, who will have seven (7) calendar days to submit a response to the Title IX coordinator. The appeal and any response will be considered by a decision-maker other than the decision-maker who issued the determination or dismissal that is being appealed.

Grounds for an appeal are limited to the following:

- Procedural irregularity that affected the outcome of the matter; and/or
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or
- The Title IX Coordinator, investigator(s), or any decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

A decision responding to the written appeal will be issued to the parties and the Title IX coordinator within approximately thirty (30) calendar days.

Adoption date:
October 15, 2018
Revised:
May 20, 2019
Revised:
January 27, 2020
Complete Revision:
January 22, 2024
Revised:
October 28, 2024
Revised:
June 23, 2025

SEXUAL HARASSMENT IN THE WORKPLACE

Purpose and Goals

The Patchogue-Medford School District ("the district") is committed to maintaining a workplace free from harassment and discrimination. Sexual harassment is a form of workplace discrimination that subjects an employee to inferior conditions of employment due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender-based discrimination, but the district recognizes that discrimination can be related to or affected by other identities beyond gender. Under the New York State Human Rights Law, it is illegal to discriminate based on sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, religion, citizenship/immigration status, military status, disability, pre-disposing genetic characteristics, familial status (including pregnancy, childbirth, or related medical condition), marital status, criminal history, or status as a victim of domestic violence. Our different identities impact our understanding of the world and how others perceive us. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace. While this policy is focused on sexual harassment and gender discrimination, the methods for reporting and investigating discrimination based on other protected identities are the same. The purpose of this policy is to teach employees to recognize discrimination, including discrimination due to an individual's intersecting identities, and provide the tools to take action when it occurs. All employees, managers, and supervisors are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace. This policy is one component of the district's commitment to a discrimination-free work environment.

A. Goals of this Policy

Sexual harassment and discrimination are against the law. After reading this policy, employees will understand their right to a workplace free from harassment. Employees will also learn what harassment and discrimination look like, what actions they can take to prevent and report harassment, and how they are protected from retaliation after taking action. The policy will also explain the investigation process into any claims of harassment. Employees are encouraged to report sexual harassment or discrimination by filing a complaint internally with the district. Employees can also file a complaint with a government agency or in court under federal, state, or local antidiscrimination laws. To file an employment complaint with the New York State Division of Human Rights, please visit https://dhr.ny.gov/complaint. To file a complaint with the United States Equal Employment Opportunity Commission, please visit https://www.eeoc.gov/filing-charge-discrimination.

The district is also required under the federal Title IX law and its implementing regulations to adopt a grievance procedure for addressing complaints of sex discrimination and sex-based harassment. The Title IX regulations contain a definition of sex discrimination and sex-based harassment, and a standard under which complaints must be assessed, that is different from the one in state law and this policy. The district is required to address complaints that might constitute

Sexual Harassment in the Workplace (Cont'd.)
Purpose and Goals (Cont'd.)

sex discrimination and sex-based harassment prohibited under Title IX pursuant to its grievance procedure. Because of this, any complaint of sexual harassment under this policy (covered by state law) may also be reviewed under the district's Title IX grievance procedure, either prior to or in tandem with this policy.

Sexual Harassment and Discrimination Prevention Policy

1. The district's policy applies to all employees, applicants for employment, and interns, whether paid or unpaid. The policy also applies to additional covered individuals. It applies to anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the district. These individuals include persons commonly referred to as independent contractors, gig workers, and temporary workers. Also included are persons providing equipment repair, cleaning services, or any other services through a contract with the district. For the remainder of this policy, we will use the term "covered individual" to refer to these individuals who are not direct employees of the district.

2. Sexual harassment is unacceptable. Any employee or covered individual who engages in sexual harassment, discrimination, or retaliation will be subject to action, including appropriate discipline for employees. In New York, harassment does not need to be severe or pervasive to be illegal. Employees and covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough, or conversely because they do not want to see a colleague fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and might include education and counseling. It may lead to suspension or termination when appropriate.

3. Retaliation is prohibited. Any employee or covered individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment if they believe it has occurred. So long as a person reasonably believes that they have witnessed or experienced such behavior, they are protected from retaliation. Any employee of the district who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All employees and covered individuals working in the workplace who believe they have been subject to such retaliation should inform their immediate supervisor, Building Principal and/or the Assistant Superintendent for Human Resources. All employees and covered individuals who believe they have been a target of such retaliation may also seek relief from government agencies, as explained below in the section on Legal Protections.

Sexual Harassment in the Workplace (Cont'd.)
Sexual Harassment and Discrimination Prevention Policy (Cont'd.)

4. Discrimination of any kind, including sexual harassment, is a violation of our policies, is unlawful, and may subject the district to liability for the harm experienced by targets of discrimination. Harassers may also be individually subject to liability and employers or supervisors who fail to report or act on harassment may be liable for aiding and abetting such behavior. Employees at every level who engage in harassment or discrimination, including managers and supervisors who engage in harassment or discrimination or who allow such behavior to continue, will be penalized for such misconduct.

5. The district will conduct a prompt and thorough investigation that is fair to all parties. An investigation will happen whenever management receives a complaint about discrimination or sexual harassment, or when it otherwise knows of possible discrimination or sexual harassment occurring. The district will keep the investigation confidential to the extent possible. If an investigation ends with the finding that discrimination or sexual harassment occurred, the district will act as required. In addition to any required discipline, the district will also take steps to ensure a safe work environment for the employee(s) who experienced the discrimination or harassment. All employees, including managers and supervisors, are required to cooperate with any internal investigation of discrimination or sexual harassment.

6. All employees and covered individuals are encouraged to report any harassment or behaviors that violate this policy. All employees will have access to a complaint form to report harassment and file complaints. Use of this form is not required. For anyone who would rather make a complaint verbally, or by email, these complaints will be treated with equal priority. An employee or covered individual who prefers not to report harassment to their manager or employer may instead report harassment to the New York State Division of Human Rights and/or the United States Equal Employment Opportunity Commission. Complaints may be made to both the employer and a government agency.

   Building administrators and/or immediate supervisors are required to report any complaint that they receive, or any harassment that they observe or become aware of, to the Assistant Superintendent for Human Resources. The Assistant Superintendent for Human Resources must also determine whether to proceed under Title IX either instead of or in addition to this policy.

7. This policy applies to all employees and covered individuals, such as contractors, subcontractors, vendors, consultants, or anyone providing services in the workplace, and all must follow and uphold this policy. This policy must be provided to all employees in person or digitally through email upon hiring and will be posted prominently in all work locations. For those offices operating remotely, in addition to sending the policy through email, it will also be available on the organization's shared network.

Sexual Harassment in the Workplace (Cont'd.)

What Is Sexual Harassment?

Sexual harassment is a form of gender-based discrimination that is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating employees differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different than the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, the Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which an employee or covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of the district's policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts. Sexual harassment includes any unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature when:

- The purpose or effect of this behavior unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. The impacted person does not need to be the intended target of the sexual harassment;
- Employment depends implicitly or explicitly on accepting such unwelcome behavior; or
- Decisions regarding an individual's employment are based on an individual's acceptance to or rejection of such behavior. Such decisions can include what shifts and how many

Sexual Harassment in the Workplace (Cont'd.)
What is Sexual Harassment? (Cont'd.)

hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

- Behaviors that contribute to a hostile work environment include, but are not limited to, words, signs, jokes, pranks, intimidation, or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee finds offensive or objectionable, causes an employee discomfort or humiliation, or interferes with the employee's job performance.
- Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. This is also called quid pro quo harassment.

Any employee or covered individual who feels harassed is encouraged to report the behavior so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be discrimination and is covered by this policy.

A. Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited. This list is just a sample of behaviors and should not be considered exhaustive. Any employee who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:

- Physical acts of a sexual nature, such as:
    - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body, or poking another employee's body; or
    - Rape, sexual battery, molestation, or attempts to commit these assaults, which may be considered criminal conduct outside the scope of this policy (please contact local law enforcement if you wish to pursue criminal charges).

- Unwanted sexual comments, advances, or propositions, such as:
    - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion, or other job benefits;
    - Subtle or obvious pressure for unwelcome sexual activities; or
    - Repeated requests for dates or romantic gestures, including gift-giving.

Sexual Harassment in the Workplace (Cont'd.)
What is Sexual Harassment? (Cont'd.)

- Sexually oriented gestures, noises, remarks or jokes, or questions and comments about a person's sexuality, sexual experience, or romantic history which create a hostile work environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment.

- Sex stereotyping, which occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look:
    - Remarks regarding an employee's gender expression, such as wearing a garment typically associated with a different gender identity; or
    - Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, her job duties.

- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
    - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace;
    - This also extends to the virtual or remote workspace and can include having such materials visible in the background of one's home during a virtual meeting.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, or gender expression, such as:
    - Interfering with, destroying, or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Sabotaging an individual's work;
    - Bullying, yelling, or name-calling;
    - Intentional misuse of an individual's preferred pronouns; or
    - Creating different expectations for individuals based on their perceived identities:
        - Dress codes that place more emphasis on women's attire;
        - Leaving parents/caregivers out of meetings.

B. Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. New York Law protects employees and all covered individuals described earlier in the policy. Harassers can be anyone in the workplace. A supervisor, a supervisee, or a coworker can all be harassers. Anyone else in the workplace can also be harassers including an independent contractor, contract worker, vendor, client, student, volunteer, parent, community member, board member, or visitor.

Sexual Harassment in the Workplace (Cont'd.)
What is Sexual Harassment? (Cont'd.)

Sexual harassment does not happen in a vacuum and discrimination experienced by an employee can be impacted by biases and identities beyond an individual's gender. For example:

- Placing different demands or expectations on black women employees than white women employees can be both racial and gender discrimination;
- An individual's immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- Past experiences as a survivor of domestic or sexual violence may lead an individual to feel re-traumatized by someone's behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

C. Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer or industry sponsored events or parties. Calls, texts, emails, and social media usage by employees or covered individuals can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices, or during non-work hours.

Sexual harassment can occur when employees are working remotely from home as well. Any behaviors outlined above that leave an employee feeling uncomfortable, humiliated, or unable to meet their job requirements constitute harassment even if the employee or covered individual is at home when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Retaliation

Retaliation is unlawful and is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to discourage a worker or covered individual from making a formal complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. These actions need not be job-related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Sexual Harassment in the Workplace (Cont'd.)
Retaliation (Cont'd.)

Examples of retaliation may include, but are not limited to:

- Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- Publicly releasing personnel files;
- Refusing to provide a reference or providing an unwarranted negative reference;
- Labeling an employee as "difficult" and excluding them from projects to avoid "drama";
- Undermining an individual's immigration status; or
- Reducing work responsibilities, passing over for a promotion, or moving an individual's desk to a less desirable office location.

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- Made a complaint of sexual harassment or discrimination, either internally or with any government agency;
- Testified or assisted in a proceeding involving sexual harassment or discrimination under the Human Rights Law or any other anti-discrimination law;
- Opposed sexual harassment or discrimination by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of suspected harassment;
- Reported that another employee has been sexually harassed or discriminated against; or
- Encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment. Intentionally false or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

Reporting Sexual Harassment

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors and managers have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. Any employee or covered individual is encouraged to report harassing or discriminatory behavior to an immediate supervisor, Building Principal and/or the Assistant Superintendent for Human Resources. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to one of the above noted individuals.

Sexual Harassment in the Workplace (Cont'd.)
Reporting Sexual Harassment (Cont'd.)

Reports of sexual harassment may be made verbally or in writing. A written complaint form is attached to this policy if an employee would like to use it, but the complaint form is not required. Employees who are reporting sexual harassment on behalf of other employees may use the complaint form and should note that it is on another employee's behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another employee is also acceptable.

Employees and covered individuals who believe they have been a target of sexual harassment may at any time seek assistance in additional available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

Supervisors and managers have a responsibility to prevent sexual harassment and discrimination. All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior, or for any reason suspect that sexual harassment or discrimination is occurring, are required to report such suspected sexual harassment to the Assistant Superintendent for Human Resources. Managers and supervisors should not be passive and wait for an employee to make a claim of harassment. If they observe such behavior, they must act.

Supervisors and managers can be disciplined if they engage in sexually harassing or discriminatory behavior themselves. Supervisors and managers can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

While supervisors and managers have a responsibility to report harassment and discrimination, supervisors and managers must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors and managers must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Sexual Harassment in the Workplace (Cont'd.)

Bystander Intervention

Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is required to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

1. A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
2. A bystander who feels unsafe interrupting on their own can ask a third party to help intervene in the harassment;
3. A bystander can record or take notes on the harassment incident to benefit a future investigation;
4. A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
5. If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace. Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is required to report it.

Complaints and Investigations of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected sexual harassment will be prompt, thorough, and started and completed as soon as possible. The investigation will be kept confidential to the extent possible. All individuals involved, including those making a harassment claim, witnesses, and alleged harassers deserve a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. The district will take disciplinary action against anyone engaging in retaliation against employees who file complaints, support another's complaint, or participate in harassment investigations.

The district recognizes that participating in a harassment investigation can be uncomfortable and has the potential to retraumatize an employee. Those receiving claims and

Sexual Harassment in the Workplace (Cont'd.)
Complaints and Investigations of Sexual Harassment (Cont'd.)

leading investigations will handle complaints and questions with sensitivity toward those participating.

While the process may vary from case to case, investigations will be done in accordance with the following steps. Upon receipt of a complaint, the Assistant Superintendent for Human Resources, or designee:

1. Will conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate. If the complaint is verbal, request that the individual completes the complaint form in writing. If the person reporting prefers not to fill out the form, the Assistant Superintendent for Human Resources, or designee, will prepare a complaint form or equivalent documentation based on the verbal reporting;
2. Will take steps to obtain, review, and preserve documents sufficient to assess the allegations, including documents, emails or phone records that may be relevant to the investigation. the Assistant Superintendent for Human Resources, or designee, will consider and implement appropriate document request, review, and preservation measures, including for electronic communications;
3. Will seek to interview all parties involved, including any relevant witnesses;
4. Will create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
    a. A list of all documents reviewed, along with a detailed summary of relevant documents;
    b. A list of names of those interviewed, along with a detailed summary of their statements;
    c. A timeline of events;
    d. A summary of any prior relevant incidents disclosed in the investigation, reported or unreported; and
    e. The basis for the decision and final resolution of the complaint, together with any corrective action(s).
5. Will keep the written documentation and associated documents in a secure and confidential location;
6. Will promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document; and
7. Will inform the individual(s) who reported of the right to file a complaint or charge externally as outlined in the next section.

The district will retain the written documentation described above in accordance with the timelines set forth in law and in the applicable Retention and Disposition Schedule.

Sexual Harassment in the Workplace (Cont'd.)

Appeals

Either party who is not satisfied with the outcome of the investigation may appeal to the Superintendent by submitting a written request within 15 calendar days of receiving notification of the outcome. The Superintendent will promptly investigate and resolve all sexual harassment complaints that are appealed to the Superintendent following an initial investigation. The Superintendent will make a determination in writing within 30 calendar days following receipt of the appeal and notify the complainant and alleged harasser in writing of the determination, or that additional time is needed to complete the appeal.

If the Superintendent is the subject of the complaint, the appeal must be filed with the Board President, who will refer the complaint to a trained investigator not employed by the district.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the district, but it is also prohibited by state, federal, and, where applicable, local law.

The internal process outlined in the policy above is one way for employees to report sexual harassment. Employees and covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may also seek the legal advice of an attorney.

A. New York State Division of Human Rights

The New York State Human Rights Law (HRL), N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State and protects employees and covered individuals, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the New York State Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints of sexual harassment filed with DHR may be submitted any time within three years of the harassment. If an individual does not file a complaint with DHR, they can bring a lawsuit directly in state court under the Human Rights Law, within three years of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to the district does not extend your time to file with DHR or in court. The three years are counted from the date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

Sexual Harassment in the Workplace (Cont'd.)
Legal Protections and External Remedies (Cont'd.)

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases receive a public hearing before an administrative law judge. If sexual harassment is found at the hearing, DHR has the power to award relief. Relief varies but it may include requiring your employer to take action to stop the harassment, or repair the damage caused by the harassment, including paying of monetary damages, punitive damages, attorney's fees, and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Go to dhr.ny.gov/complaint for more information about filing a complaint with DHR. The website has a digital complaint process that can be completed on your computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to DHR as well as a form that can be submitted online. The website also contains contact information for DHR's regional offices across New York State.

Call the DHR sexual harassment hotline at 1(800) HARASS3 for more information about filing a sexual harassment complaint. This hotline can also provide you with a referral to a volunteer attorney experienced in sexual harassment matters who can provide you with limited free assistance and counsel over the phone.

B. The United States Equal Employment Opportunity Commission

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act, 42 U.S.C. § 2000e et seq. An individual can file a complaint with the EEOC anytime within 300 days from the most recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred by does not file a lawsuit.

Individuals may obtain relief in mediation, settlement or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

Sexual Harassment in the Workplace (Cont'd.)
Legal Protections and External Remedies (Cont'd.)

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with the New York State Division of Human Rights, DHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

C. Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment or discrimination with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 22 Reade Street, 1st Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

D. Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

E. Contact the District's Title IX Coordinator

The district is required to address instances of sex discrimination and sex-based harassment which could be prohibited under Title IX and its regulations. Employees are encouraged to contact the district's Title IX Coordinator with complaints of sex discrimination and sex-based harassment.

Notice and Training

The district will provide all existing employees with either a paper or electronic copy of the district's sexual harassment policy and regulation, and will provide the same to new employees before the employee starts their job. These materials will be provided in English and in an employee's primary language, for those languages for which the NYS Department of Labor has provided a translated template policy.

Sexual Harassment in the Workplace (Cont'd.)
Notice and Training (Cont'd.)

All new employees will receive training on this policy and regulation at new employee orientation or as soon as possible after starting their job, unless they can demonstrate that they have received equivalent training within the past year from a previous employer. All other employees will be provided training at least once a year regarding this policy and the district's commitment to a harassment-free working environment. Principals and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment will receive yearly training on this policy, regulation and related legal developments. Training will be provided in English and in an employee's primary language, for those languages for which the NYS Department of Labor has provided translated model training.

Annual employee training programs will be interactive and include: (i) an explanation of sexual harassment consistent with guidance issued by the NYS Department of Labor and the NYS Division of Human Rights; (ii) examples of conduct that is unlawful sexual harassment; (iii) information on federal and state laws about sexual harassment and remedies available to victims of sexual harassment; (iv) information concerning employees' right to make complaints and all available forums for investigating complaints; and (v) address the conduct and responsibilities of supervisors.

Conclusion

The policy outlined above is aimed at providing district employees and covered individuals an understanding of their right to a discrimination and harassment free workplace. All employees should feel safe at work. Though the focus of this policy is on sexual harassment and gender discrimination, the New York State Human Rights law protects against discrimination in several protected classes including sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, pre-disposing genetic characteristics, familial status, marital status, criminal history, or domestic violence survivor status. The prevention policies outlined above should be considered applicable to all protected classes.

Ref: Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 et seq.
Executive Law §296
Executive Law §296-d (prohibition of sexual harassment of employees and non-employees)
Labor Law §201-g (required workplace sexual harassment policy and training)
Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)
General Obligations Law §5-336 (nondisclosure agreements optional)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)

Sexual Harassment in the Workplace (Cont'd.)

Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adoption date:
January 22, 2024
Revised:
October 28,2024

Policy 2452.2-E

COMPLAINT FORM FOR REPORTING SEXUAL HARASSMENT

New York State Labor Law requires all employers to adopt a sexual harassment prevention policy that includes a complaint form to report alleged incidents of sexual harassment.

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to your immediate supervisor, Building Principal and/or the Assistant Superintendent for Human Resources. You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, the district should complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form. For additional resources, visit: http://www.ny.gov/programs/combating-sexual-harassment-workplace

YOUR INFORMATION (for all persons making a complaint)

Your Name:
Home or Cell Phone:
Email:
Work Address:
Work Phone:
Job Title:
Preferred Communication Method (please select one): phone, email, in person

SUPERVISORY INFORMATION

Immediate Supervisor's Name:
Title:
Work Phone:
Work Address:

COMPLAINT INFORMATION

1. Your complaint of Sexual Harassment is made against (please include as much information as possible, if known):

Name:
Job Title (if an employee):
Grade/Class (if a student):
School/Work Location:
Phone:
Relationship to you (please circle one below):
Supervisor / Subordinate / Co-Worker / Student / Other: _____

(Please use additional sheets of paper if the complaint is against multiple people.)

2. Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

_____

_____

_____

_____

3. Date(s) and location(s) sexual harassment occurred: _____

Is the sexual harassment continuing? ____ Yes ____ No

4. Please list the name and contact information (if known) of any witnesses or individuals who may have information related to your complaint:

_____

_____

_____

The following question is optional, but may help the district's investigation.

5. Have you previously complained or provided information (verbal or written) about sexual harassment or related incidents to the district? ____ Yes ____ No

If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Print Name: _____

Signature: _____

Date: _____

Instructions for the District

If you receive a complaint about alleged sexual harassment, you must follow the district's sexual harassment prevention policy by investigating the allegations through actions including:

- Speaking with the complainant
- Speaking with the alleged harasser
- Interviewing witnesses
- Collecting and reviewing any related documents

While the process may vary from case to case, all allegations should be investigated promptly and resolved as quickly as possible. The investigation should be kept confidential to the extent possible.

Document findings of the investigation and basis for your decision along with any corrective actions taken, and notify the complainant and the individual(s) against whom the complaint was made (if the alleged harasser is a student, also notify the parent/guardian). This may be done via email.

Adoption date:
1-22-24

PROHIBITION AGAINST SILENT RESIGNATIONS IN CASES OF ALLEGED CHILD ABUSE BY EMPLOYEES

As part of Chapter 181 of the Laws of 2000, of the Safe Schools Against Violence in Education (S.A.V.E.) legislation allegations of child abuse by employees and volunteers are to be taken seriously, investigated promptly and reported to the superintendent immediately. The superintendent and school administrators are expressly prohibited from allowing a "silent resignation" or voluntary suspension rather than disclosing allegations of child abuse in an educational setting to law enforcement officers, the superintendent and Commissioner of Education, where appropriate. The superintendent and school administrators are prohibited from making any agreement to withhold from law enforcement, the superintendent, or the commissioner, where appropriate, the fact that an allegation of child abuse in an educational setting on the part of any employee or volunteer was made, in return for the "silent resignation" or voluntary suspension from his or her position, against who the allegation is made.

A violation of this policy constitutes a Class E felony. In violation, one is also subject to a civil penalty not to exceed $20,000.

Any superintendent or school administrator who reasonably and in good faith complies with the reporting requirements will be immune from any liability, civil or criminal, which otherwise might result from such actions.

Policy Adopted:
July 9, 2001
Policy Revised:
November 22, 2021

VICTIMS OF DOMESTIC VIOLENCE

A "victim of domestic violence" is an employee who is:

1. (1) over the age of 16, or (2) married, or (3) accompanied by a minor child, and

2. the employee, or employee's minor child, was the victim of an act which would constitute a violation of the Penal Law. The act must have resulted in physical or emotional injury (or must have created a substantial risk of physical or emotional harm) to the employee or his/her minor child, and

3. The harmful act must have been committed by a family or household member.

The District will provide a reasonable accommodation to an employee who is known by the District to be a victim of domestic violence, limited to those accommodations set forth below, when such employee must be absent from work for a reasonable time unless such absence would cause an undue hardship to the District; provided, however, that the District may require an employee to charge any time off pursuant to this policy against any leave with pay ordinarily granted, where available, unless otherwise provided for in a collective bargaining agreement and any such absence that cannot be charged may be treated as leave without pay.

An employee who must be absent from work in accordance with this policy shall be entitled to the continuation of any health insurance coverage provided by the District, to which the employee is otherwise entitled during any such absence.

The District will provide a reasonable accommodation to an employee who is a victim of domestic violence who must be absent from work for a reasonable time, limited to the following:

1. Seeking medical attention for injuries caused by domestic violence including for a child who is a victim of domestic violence, provided that the employee is not the perpetrator of the domestic violence against the child; or
2. Obtaining services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence; or
3. Obtaining psychological counseling related to an incident or incidents of domestic violence, including for a child who is a victim of domestic violence, provided that the employee is not the perpetrator of the domestic violence against the child; or
4. Participating in safety planning and taking other actions to increase safety from future incidents of domestic violence, including temporary or permanent relocation; or
5. Obtaining legal services, assisting in the prosecution of the offense, or appearing in court in relation to the incident or incidents of domestic violence.

An employee who must be absent from work in accordance with the provisions of this policy shall provide the District with reasonable advance notice of the employee's absence, unless such advance notice is not feasible.

Victims of Domestic Violence (Continued)

An employee who must be absent from work in accordance with this policy and who cannot feasibly give reasonable advance notice of the absence must, within a reasonable time after the absence, provide a certification to the District when requested. Such certification shall be in the form of:

1. A police report indicating that the employee or his or her child was a victim of domestic violence;
2. A court order protecting or separating the employee or his or her child from the perpetrator of an act of domestic violence;
3. Other evidence from the court or prosecuting attorney that the employee appeared in court; or
4. Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that the employee or his or her child was undergoing counseling or treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

Where an employee has a physical or mental disability resulting from an incident or series of incidents of domestic violence, such employee shall be treated in the same manner as an employee with any other disability with regard to their right to a reasonable accommodation of such disability.

To the extent allowed by law, the District will maintain the confidentiality of any information regarding an employee's status as a victim of domestic violence.

Adopted:
November 25, 2019

ARTICLE III
BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

1. Budget

Budget Planning 3100
Fiscal Management Goals.....3100.1
Determination of Budget Priorities.....3100.2
Budget Deadlines and Schedules.....3101
Budget Hearing 3101.1
Dissemination of Budget Recommendations.....3102

2. Income

Federal Funds ….....3230
Post Issuance Compliance Policy for Bond Issues 3231
Tuition for Foster Children 3240
Spectator Admissions--Athletic Events 3250
Investment Policy.....3290

3. Expenditures

Purchasing Policy.....3310
Discontinuance of Claim Form.....3326
Transfer of Funds.....3330
Petty Cash 3340
Travel & Conference Expense Reimbursement.....3350

4. Accounts

Internal Auditor 3434
Independent Audit.....3434.1
Purchase Contracts for Student Activity Funds.....3460.1
Deposit of Student Activity Funds.....3460.2
Capital Assets Accounting Procedure 3461
Wire Transfer Policy.....3470
Online Banking 3471
Fund Balance 3480
Returned Checks.....3490

5. Non-Instructional Operations

A. Operation of Plant
(1) Security of Facilities.....3517

B. Maintenance of Plant
(1) Storage and Use of Hazardous Substances.....3526
(2) Pesticides and Pest Management.....3527
(3) Carbon Monoxide Detection and Response.....3528

C. Auxiliary Agencies
(1) Transportation 3545
(2) Free and Reduced Price Meals 3546.1
(a)Income Eligibility Guidelines for Free and Reduced Price Meals ..3546.1AT
(3) Meal Charge Policy 3546.2
(4) Meal Charge and Prohibition of Meal Shaming Policy 3546.3

D. Use of Cell Phones 3600
E. Use of Credit Cards 3610
F. Key Distribution 3615

G. Payroll Certification Forms (PAR) 3700
H. Technology
(1) Secure Data Destruction Policy 3801
(2) Technology Security for Personal, Private and Sensitive Information .3802
(a) Parents' Bill of Rights 3802-E
(3) Computer Password Policy 3803

BUDGET PLANNING

The Superintendent of Schools, with the assistance of the Assistant Superintendent for Business or designee, shall have the overall responsibility for budget preparation, including the construction and adherence to a budget calendar. In developing the budget, the Superintendent may seek advice and suggestions from the Board of Education and administrative staff. The budget calendar shall be approved by the Board of Education at the July business meeting annually.

The annual budget shall be designed to reflect the Board's objectives for the education of the children of the district. The budget shall consider the financial needs of anticipated program developments, and be within the financial limitations of the district. To assist in budget and long-range planning, ongoing studies of the district's educational programs will include estimates of the fiscal implications of each program.

The budget for the ensuing school year shall be thoroughly reviewed by the Board before its presentation to the voters for final adoption.

Adoption date:
June 17, 2009
Revised:
April 25, 2011
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Revised:
August 29, 2022
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

FISCAL MANAGEMENT GOALS

The Board of Education recognizes excellent fiscal planning as a key factor in attaining the district's educational goals and priorities. The Board seeks to engage in thorough advance planning of budgets and to devise expenditures which achieve the District's current and long range educational goals given the district's available resources.

The annual budget will be prepared in accordance with the Education Law of the State of New York.

Adoption date:
June 17, 2009
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Reviewed:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

DETERMINATION OF BUDGET PRIORITIES

After receiving direction from the Board of Education, and with the assistance of the Assistant Superintendent for Business or designee, the Superintendent of Schools shall prepare proposed budget priorities for the school district which strike a balance between an ideal educational program and the district's fiscal resources. In setting budget priorities, the following factors shall be considered:

1. The health and safety of pupils and employees;
2. items directly related to the educational needs and goals of the district, including maintaining and/or improving current programs, and potential addition of programs;
3. adequate staffing of programs;
4. maintenance of capital investment, equipment, and facilities;
5. improvements in non-instructional items;
6. state and/or federal legal requirements for the funding of programs;
7. requirements and regulations of the State Education Department, the Commissioner of Education, New York State Laws and Regulations, as well as other state agencies;
8. fiscal and non-fiscal resources available; and
9. the goals established by the Board of Education and/or the Superintendent of Schools.

Adoption date:
June 17, 2009
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
August 29, 2022
Revised:
October 23, 2023
Reviewed:
October 28, 2024

BUDGET DEADLINES AND SCHEDULES

The Superintendent of Schools, with the assistance of the Assistant Superintendent for Business or designee, shall have responsibility for developing and adhering to a budget calendar. The Board will consider and adopt such a calendar in advance of the preparation of the district's annual budget. The calendar shall present a plan of action for the estimation and completion of the proposed annual budget during the ensuing school year. The calendar is to identify necessary budgetary activities and the schedule, with deadlines, for the completion of each activity. The calendar shall contain preliminary dates for the Board of Education's consideration of the tentative budget, and the date for public hearing on the final budget, including those required by statute.

Adoption date:
June 17, 2009
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

BUDGET HEARING

The Board of Education shall hold a public budget hearing on the proposed budget for the forthcoming school year seven to fourteen days prior to the Annual Budget Vote and Election Meeting at a time and location designated by the Board.

Ref: Education Law 1608; 1716; 2004; 2013; 2017 (5)(6); 2022

Adoption date:
June 17, 2009
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Reviewed:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
October 23, 2023
Revised:
October 28, 2024

DISSEMINATION OF BUDGET RECOMMENDATIONS

The Superintendent of Schools along with the Assistant Superintendent for Business or designee shall make budget recommendations available to the Board of Education members prior to the budget hearing in accordance with the budget calendar.

In addition, a copy of the proposed budget shall be available to all district residents during working hours seven days prior to the budget hearing, and on the district website. Budget workshop information will also be available for community review on the district website after each budget workshop.

A summary of the tentative budget may be published in a district mailing and/or placed on the district website. In addition, the Board may provide the public with specific, factual information concerning budget recommendations, through news releases to the media, group meetings with members of the public to be held on set dates and times, placed on the district website, and/or in the district newsletter.

No district funds may be expended to promote either a favorable or negative opinion of the proposed budget.

Ref: Education Law 1716; 2017; 2517

Adoption date:
June 17, 2009
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Revised:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

FEDERAL FUNDS

The Superintendent of Schools shall consider whether to apply for any federal aid for which the district is eligible. The administrative staff has the responsibility to evaluate federally funded programs, including their possible benefits to the children and youth in the school district, apprise the Superintendent of the value of each, and make recommendations accordingly. A separate federal aid fund shall be maintained to record all financial transactions in federally aided programs and projects.

Policy Adopted:
September 9, 1966
Policy Revised:
December 16, 1991
Policy Reviewed:
November 22, 1999
Policy Revised:
April 25, 2011
Policy Reviewed:
August 26, 2013
Policy Reviewed:
October 20, 2014
Policy Reviewed:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
August 29, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

POST-ISSUANCE COMPLIANCE POLICY FOR BOND ISSUES

I. PURPOSE

The purpose of this policy is to ensure that the Patchogue-Medford Union Free School District (the "District") complies with applicable requirements of federal tax law necessary to preserve the tax-exempt status of interest on tax-exempt obligations issued by the District. This policy is designed to set forth compliance procedures so that the District utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes and tax anticipation notes (collectively referred to as "Bonds") in accordance with applicable federal tax requirements, and complies with all other applicable federal requirements with respect to Bond issues.

To comply with applicable federal tax requirements, the District must confirm that the requirements are met at the time Bonds are issued and throughout the term thereof. Generally, compliance should include retention of records sufficient to establish compliance with applicable federal tax requirements, including records related to periods before the Bonds are issued (*e.g.*, in the case of reimbursement of prior expenditures) until six (6) years (or, if longer, such other time period provided in the tax certificate related to an issue of Bonds) after the final maturity or redemption date of any issue of the Bonds.

II. PROCEDURES

A. Responsible Official. The Assistant Superintendent for Business or designee will identify the officer or other employee(s) who will be responsible for each of the procedures listed below, notify the current holder of that office of the responsibilities, and provide that person a copy of these procedures. Upon employee transitions, the Assistant Superintendent for Business or designee will advise the new personnel of their responsibilities under these procedures and will ensure they understand the importance of these procedures. If employee positions are restructured or eliminated, the Assistant Superintendent for Business or designee will reassign responsibilities as necessary.

B. Issuance of Bonds.

Bond Counsel. The District will retain a firm to deliver a legal opinion upon issuance of Bonds. The District will consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of Bonds to ensure that applicable post-issuance requirements in fact are met, so that interest on all Bond issues will be excluded from gross income for federal income tax purposes so long as any Bonds remain outstanding.

Documentation of Tax Requirements. The federal tax requirements relating to each issue of Bonds will be set forth in the Tax Certificate executed in connection with each issue, which will be included in the closing transcript for each issue. The certifications, representations, expectations, covenants and factual statements set forth in the Tax Certificate relate primarily to

Post-Issuance Compliance Policy For Bond Issues (Continued)

the restriction on use of the Bond-financed facilities by persons or entities other than the District, changes in use of assets financed or refinanced with Bond proceeds, restrictions applicable to the investment of Bond proceeds and other moneys relating to the Bonds, arbitrage rebate requirements, and economic life of the Bond-financed assets.

Information Reporting. The District will confirm that the IRS Form 8038-G is timely filed with respect to all Bond issues, including any required schedules and attachments. The Form 8038-G filed with the IRS, together with an acknowledgement copy (if available) or IRS Notice CP152, will be included as part of the closing transcript for each Bond issue, or kept in the records related to the appropriate issue of Bonds.

C. Application of Bond Proceeds.

Timely Expenditure of Bond Proceeds. At the time of issuance of Bonds (or any portion thereof) issued to fund original expenditures, the District must reasonably expect to spend at least 85% of all proceeds expected to be used to finance such expenditures (which proceeds would exclude proceeds in a reasonably required reserve fund) within three (3) years of issuance.[1] In addition, for such Bonds, the District must have incurred or expect to incur within six months after issuance original expenditures of not less than 5% of such amount of proceeds, and must expect to complete the Bond-financed project (the "Project") and allocate Bond proceeds to costs with due diligence.[2] Satisfaction of these requirements allows project-related Bond proceeds to be invested at an unrestricted yield for three (3) years. Bonds issued to refinance outstanding obligations are subject to separate expenditure requirements, which shall be outlined in the Tax Certificate relating to such bonds. The District's finance staff will monitor the appropriate capital project accounts (and, to the extent applicable, working capital expenditures and/or refunding escrow accounts) and ensure that Bond proceeds are spent within the time period(s) required under federal tax law.

Capital Expenditures. In general, proceeds (including earnings on original sale proceeds) of Bonds issued to fund original expenditures, other than proceeds deposited in a reasonably required reserve fund or used to pay costs of issuance, should be spent on capital expenditures.[3] For this purpose, capital expenditures generally mean costs to acquire, construct, or improve

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[1] In the case of short-term working capital financings, such as tax and revenue anticipation notes, the District's actual maximum cumulative cash flow deficit as of the close of the six-month period commencing on the issue date must be at least equal to 100% of the issue price of the notes (under the six-month rebate exception, excluding the reasonable working capital reserve) or 90% of the issue price of the notes (under the statutory safe harbor exception) in order for the notes to be exempt from the rebate requirements.

[2] These requirements do not apply to refinancings or short-term working capital financings, such as tax and revenue anticipation notes.

[3] Proceeds of working capital financings, such as tax and revenue anticipation notes, need not be spent for capital expenditures.

Post-Issuance Compliance Policy For Bond Issues (Continued)

property (land, buildings and equipment), or to adapt the property to a new or different use. The property financed or refinanced must have a useful life longer than one (1) year. Capital Expenditures include design and planning costs related to the Project, and include architectural, engineering, surveying, soil testing, environmental, and other similar costs incurred in the process of acquiring, constructing, improving or adapting the property. Capital Expenditures do not include operating expenses of the Project or incidental or routine repair or maintenance of the Project, even if the repair or maintenance will have a useful life longer than one (1) year.

D. Use of Bond-Financed Assets.

Ownership and Use of Project. For the life of the Bond issue (including any refinancing thereof), the Project must be owned and operated by the District (or another state or local governmental entity). At all times while the Bond issue is outstanding, no more than 10% (or $15,000,000, if less) of the Bond proceeds of the Project may used, directly or indirectly, in a trade or business carried on by a person other than a state or local governmental unit ("Private Use"). This 10% limitation is further reduced to 5% for any Private Uses that are unrelated or disproportionate to the governmental purposes of the Bonds. Generally, Private Use consists of any contract or other arrangement, including leases, management contracts, operating agreements, guarantee contracts, take or pay contracts, output contracts or research contracts, which provides for use by a person who is not a state or local government on a basis different than the general public. The Project may be used by any person or entity, including any person or entity carrying on any trade or business, if such use constitutes "General Public Use". General Public Use is any arrangement providing for use that is available to the general public at either no charge or on the basis of rates that are generally applicable and uniformly applied.

Management or Operating Agreements. Any management, operation or service contracts whereby a non-exempt entity is using assets financed or refinanced with Bond proceeds must relate to portions of the Project that fit within the above-mentioned 10% or 5% allowable Private Use or the contracts must meet the IRS safe harbor for management contracts. Any replacements of or changes to such contracts should be reviewed by Bond Counsel. The District shall contact Bond Counsel if there may be a lease, sale, disposition or other change in use of assets financed or refinanced with Bond proceeds.

Useful Life Limitation. The weighted average maturity of the Bond issue cannot exceed 120% of the weighted average economic life of the assets financed or refinanced with Bond proceeds.

E. Investment Restrictions; Arbitrage Yield Calculation; Rebate.

Investment Restrictions. Investment restrictions relating to Bond proceeds and other moneys relating to the Bonds are set forth in the Tax Certificate. The District's finance staff will monitor the investment of Bond proceeds to ensure compliance with yield restriction rules.

Post-Issuance Compliance Policy For Bond Issues (Continued)

Arbitrage Yield Calculation. Investment earnings on Bond proceeds should be tracked and monitored to comply with applicable yield restrictions and/or rebate requirements. The District is responsible for calculating (or causing the calculation of) rebate liability for each Bond issue, and for making any required rebate payments. Any funds of the District set aside or otherwise pledged or earmarked to pay debt service on Bonds should be analyzed to assure compliance with the tax law rules on arbitrage, invested sinking funds and pledged funds (including gifts or donations linked to the Bond-financed assets).

Rebate. The District will retain an arbitrage rebate consultant to perform rebate calculations that may be required to be made from time to time with respect to any Bond issue. The District is responsible for providing the arbitrage rebate consultant with requested documents and information on a prompt basis, reviewing applicable rebate reports and other calculations and generally interacting with the arbitrage rebate consultant to ensure the timely preparation of rebate reports and payment of any rebate.

The reports and calculations provided by the arbitrage rebate consultant will assure compliance with rebate requirements, which require the District to make rebate payments, if any, no later than the fifth (5^{th}) anniversary date and each fifth (5^{th}) anniversary date thereafter through the final maturity or redemption date of a Bond issue. A final rebate payment must be made within sixty (60) days of the final maturity or redemption date of a Bond issue.

The District will confer and consult with the arbitrage rebate consultant to determine whether any rebate spending exception may be met. Rebate spending exceptions are available for periods of 6 months, 18 months and 2 years. The District will review the Tax Certificate and/or consult with the arbitrage rebate consultant or Bond Counsel for more details regarding the rebate spending exceptions.

In the case of short-term working capital financings, such as tax and revenue anticipation notes, if there is concern as to whether or not the District has met its requisite maximum cumulative cash flow deficit with respect to its short-term working capital notes, the services of a rebate analyst should be engaged to determine whether either the six-month spending exception or the statutory safe harbor exception to the rebate rules is met (in which case no rebate would be owed) or whether the proceeds of the notes are subject, in whole or in part, to rebate.

Copies of all arbitrage rebate reports, related return filings with the IRS (*i.e.*, IRS Form 8038-T), copies of cancelled checks with respect to any rebate payments, and information statements must be retained as described below. The Responsible Official of the District described in Subsection A of this Part II will follow the procedures set forth in the Tax Certificate entered into with respect to any Bond issue that relate to compliance with the rebate requirements.

Post-Issuance Compliance Policy For Bond Issues (Continued)

F. Record Retention.

Allocation of Bond Proceeds to Expenditures. The District shall allocate (spend) Bond proceeds to expenditures for assets, and shall trace and keep track of the use of Bond proceeds and property financed or refinanced therewith.

Copies of all relevant documents and records sufficient to support that the tax requirements relating to a Bond issue have been satisfied will be maintained by the District for the term of a Bond issue plus six (6) years (or, if longer, such other time period provided in the tax certificate related to an issue of Bonds), including the following documents and records:

- Bond closing transcript;
- All records of investments, arbitrage reports, returns filed with the IRS and underlying documents;
- Construction contracts, purchase orders, invoices and payment records;
- Documents relating to costs reimbursed with Bond proceeds;
- All contracts and arrangements involving Private Use of the Bond-financed property;
- All reports relating to the allocation of Bond proceeds and Private Use of Bond-financed property;
- Itemization of property financed with Bond proceeds; and
- In the case of short-term working capital financings, such as tax and revenue anticipation notes, information regarding the District's revenue, expenditures and available balances sufficient to support the District's maximum cumulative cash flow deficit.

III. POST-ISSUANCE COMPLIANCE

A. In General. The District will conduct periodic reviews of compliance with these procedures to determine whether any violations have occurred so that such violations can be remedied through the "remedial action" regulations (Treas. Reg. Section 1.141-12) or the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance). If any changes to the terms or provisions of a Bond issue are contemplated, the District will consult Bond Counsel. The District recognizes and acknowledges that such modifications could result in a "reissuance" for federal tax purposes (*i.e.*, a deemed refunding) of the Bond issue and thereby jeopardize the tax-exempt status of interest on the Bonds after the modifications.

Post-Issuance Compliance Policy For Bond Issues (Continued)

B. Private Use. The District will maintain records identifying the assets or portion of assets that are financed or refinanced with proceeds of a Bond issue, including the uses and the users (including terms of use and type of use) thereof. Such records may be kept in any combination of paper or electronic form. In the event the use of Bond proceeds or assets financed or refinanced with Bond proceeds is different from the covenants, representations or factual statements in the Tax Certificate, the District will promptly contact and consult with Bond Counsel to ensure that there is no adverse effect on the tax-exempt status of the Bond issue and, where appropriate, will remedy any violations through the "remedial action" regulations (Treas. Reg. Section 1.141-12), the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance), or as otherwise prescribed by Bond Counsel.

Adopted:
February 27, 2012
Reviewed:
October 24, 2016
Reviewed:
August 28, 2017
Revised:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
October 24, 2022
Revised:
October 23, 2023

TUITION FOR FOSTER CHILDREN

Tuition charges shall be levied against any and all other school districts within the state of New York in which a child or youth in foster care was attending a public school or preschool on a tuition free basis or was entitled to attend before being placed in a foster home, the location of which lies within the boundaries of the Patchogue-Medford School District, by a public or private child agency. These tuition charges shall be levied as allowed by Section 3202 of the Education Law of the State of New York State, as may be amended.

Such tuition shall be fixed in an amount which represents the additional operating cost to the school district resulting from the attendance of a child for whom tuition is required, computed in accordance with the formula established by the Commissioner of Education.

The Assistant Superintendent for Business or designee will be responsible for charging members of the staff with the responsibility of identifying foster children whose placement in the Patchogue-Medford School district, by a public or private child-care agency, makes the District eligible for the collection of such tuition.

The Assistant Superintendent for Business or designee shall charge members of the staff with the development of appropriate procedures to assure the issuance and collection of these tuition charges as a legitimate source of income for the school district.

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Revised:
February 5, 2001
Policy Revised:
April 25, 2011
Policy Reviewed:
August 26, 2013
Policy Reviewed:
October 20, 2014
Policy Reviewed:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019

Tuition for Foster Children (Continued)

Policy Reviewed:
August 24, 2020
Policy Revised:
October 18, 2021
Policy Reviewed:
August 29, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

SPECTATOR ADMISSIONS -- ATHLETIC EVENTS

No admission fee will be levied for spectators in attendance at interscholastic athletic events which are conducted on a public school campus in the Patchogue-Medford School District. No admission fee will be charged for interscholastic athletic events sponsored by the Patchogue-Medford School District but conducted on an off-campus site. Parent organizations or other interested groups may not charge an admission fee for interscholastic athletic events or games.

An admission charge for an interscholastic athletic event conducted on a school campus in the Patchogue-Medford School District may be levied when the event is sponsored by Section XI of the New York State Public High School Athletic Association. Such events occur when interscholastic athletic teams compete for league, conference, county, or New York State championships. On such occasions, the admission of spectators and the fee charged are to be governed by the policies of Section XI of the New York State Public High School Athletic Association.

Spectators will be admitted to specified viewing areas on the basis of the spectators' order of appearance at the entrance gate or door. The Superintendent of Schools, the Director of Athletics, or the school principal may establish reserved seating for spectators representing visiting opponents. School officials may also establish reserved seating for other spectators as requirements demand.

Prior to the start of an interscholastic athletic event where a crowd of more than 25 spectators is in attendance, the school principal or an official designee will make a public address statement reminding the spectators that the Patchogue-Medford School District endorses the "Spectator Code of Conduct," as adopted by Section XI of the New York State Public High School Athletic Association. The principal or the principal's designee will give notice that persons violating the "Spectator Code of Conduct" are subject to eviction from the campus. The school principal or the principal's designee is authorized to refer unruly spectators to police authorities, and with the approval of the Superintendent of Schools, spectators who commit repeated infractions of the "Spectator Code of Conduct," or who commit an infraction serious enough to warrant police action, may be barred from viewing future athletic events in the Patchogue-Medford School District and/or other sites where Patchogue-Medford students might be competing in an athletic activity.

Spectator Admissions -- Athletic Events (continued)

The school principal will promulgate administrative regulations for the governance of spectators at each site on the school campus where interscholastic athletic events are conducted. Once the principal's regulations have been approved by the Superintendent of Schools, the school principal will be obliged to publish them and to assure that chaperones, security guards, and school staff are fully informed of the local regulations and the "Spectator Code of Conduct," as adopted by Section XI of the New York State Public High School Athletic Association (**See attached Code of Conduct**).

Policy Adopted:
December 17, 1984
Policy Revised:
December 16, 1991
Policy Reviewed:
December 13, 1999
Policy Revised:
November 21, 2005
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020

SUFFOLK COUNTY SPECTATOR CODE OF CONDUCT*

1. Spectators are an important part of the game and should at all times conform to accepted standards of good sportsmanship and behavior.

2. Spectators should at all times respect officials, coaches and players and extend all courtesies to them.

3. Wholesome cheering is encouraged.

4. Taunting, foul and abusive language, noisemakers, inflammatory remarks, and disrespectful signs and behavior are not acceptable.

5. Faculty supervised pep bands are permitted during dead ball time. However, spectator noise makers or sound devices are prohibited.

6. Spectators shall observe and obey the rules and regulations of the school concerning smoking, food and soft drink consumption, and use of lavatory facilities and parking of cars.

7. New York State Law prohibits alcoholic beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.

8. Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests.

***Section XI, New York State Public High School Athletic Association**

INVESTMENT POLICY

I. SCOPE

This investment policy applies to all moneys and other financial resources available for investment on behalf of the Patchogue-Medford Union Free School District Board of Education and not needed for immediate obligations.

II. OBJECTIVES

The primary objectives of the district's investment policy and activities are, in priority order:

- To conform with all applicable federal, state, and other legal requirements;
- To adequately safeguard district funds and principal and to minimize risk;
- To provide sufficient liquidity to meet all operating requirements;
- To ensure that investments mature when cash is required to finance operations; and
- To ensure a reasonable yet competitive rate of return.

III. DELEGATION OF AUTHORITY

The Board of Education's responsibility for administration of the investment program is delegated to the District's Superintendent of Schools or designee who shall establish procedures for the operation of the investment program consistent with these investment guidelines. Such procedures shall include an adequate internal control structure to provide a satisfactory level of accountability based on a data base or records incorporating description and amounts of investments, transaction dates, and other relevant information, and regulate the activities of subordinate employees.

IV. PRUDENCE

All participants in the investment process shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the Patchogue-Medford Union Free School District to govern effectively.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of the principal as well as the probable income to be derived.

All participants involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

Investment Policy (Cont'd)

V. DIVERSIFICATION

It is the policy of the Patchogue-Medford Union Free School District to diversify whenever possible its deposits and investments by financial institution, by investment instrument, and by maturity scheduling.

To the extent feasible, investments and deposits shall be made in and through local or regional financial institutions. Concentration of investments in a single financial institution should be avoided. Diversification of investments and deposits is encouraged.

VI. INTERNAL CONTROLS

The District's Superintendent of Schools or designee is responsible for establishing and maintaining an internal control structure to provide reasonable, but not absolute, assurance that deposits and investments are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly, and are managed in compliance with applicable laws and regulations.

VII. DESIGNATION OF DEPOSITORIES

The banks, trust companies, and investment cooperatives authorized for the deposit of monies as designated at the annual reorganization meeting or by Board resolution.

VIII. COLLATERALIZING OF DEPOSITS

In accordance with the provisions of General Municipal Law §10, all deposits of the Patchogue-Medford Union Free School District, including certificates of deposit and special time deposits, in excess of the amount of said deposit actually insured under the provision of the Federal Deposit Insurance Act, shall be secured by a pledge of "eligible securities" with an aggregate "market value" as provided by General Municipal Law §10, equal to the aggregate amount of deposits from: obligations or letters of credit issued, or fully insured or guaranteed as to the payment of principal and interest by the United States of America, or an agency thereof, or obligations issued or fully insured or guaranteed by the State of New York or subdivisions thereof. (See exhibit.)

IX. SAFEKEEPING AND COLLATERALIZATION

Eligible securities used for collateralizing deposits in excess of FDIC insurance shall be held by a third party bank or trust company subject to security and custodial agreements.

The security agreement shall provide that eligible securities are being pledged to secure local government deposits together with agreed upon interest, if any, and any costs or

Investment Policy (Cont'd)
Safekeeping and Collateralization (Cont'd)

expenses arising out of the collection of such deposits upon default. It shall also provide the conditions under which the securities may be sold, presented for payment, substituted or released, and the events which will enable the Patchogue-Medford Union Free School District to exercise its rights against the pledged securities. In the event that the securities are not registered or inscribed in the name of the school district, such securities shall be delivered in a form suitable for transfer or with an assignment in blank to the Patchogue-Medford Union Free School District or its custodial bank.

The custodial agreement shall provide that securities held by the bank or trust company, or agent of and custodian for, the Patchogue-Medford Union Free School District, will be kept separate and apart from the general assets of the custodian bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement should also describe that the custodian shall confirm the receipt, substitution or release of the securities. The agreement shall provide for the frequency of revaluation of eligible securities and for the substitution of securities when a change in the rating of a security may cause ineligibility. Such agreement shall include all provisions necessary to provide the local government a perfected interest in the securities.

Whenever eligible securities delivered to a custodial bank or trust company as set forth herein above are transferred to entries on the books of a federal reserve bank or other book entry system operated by a federally regulated entity without physical delivery of the evidence of such obligations, the records of the custodial bank or trust company shall show, at all times, the interest of Patchogue-Medford Union Free School District in such securities as set forth in the security agreement.

X. PERMITTED INVESTMENTS

As authorized by General Municipal Law §11, the Patchogue-Medford Union Free School District authorizes the District's Superintendent of Schools or designee to invest moneys not required for immediate expenditure for terms not to exceed its projected cash flow needs in the following types of investments:

- Special time deposit accounts;
- Certificates of deposit;
- Obligations of the United States of America;

Investment Policy (Cont'd)
Permitted Investments (Cont'd)

- Obligations guaranteed by agencies of the United States of America where the payment of principal and interest are guaranteed by the United States of America;
- Obligations of the State of New York.

All investment obligations shall be payable or redeemable at the option of the Patchogue-Medford Union Free School District within such times as the proceeds will be needed to meet expenditures for purposes for which the moneys were provided and, in the case of obligations purchased with the proceeds of bonds or notes, shall be payable or redeemable at the option of the Patchogue-Medford Union Free School District within two years of the date of purchase.

XI. AUTHORIZED FINANCIAL INSTITUTIONS AND DEALERS

The Patchogue-Medford Union Free School District shall maintain a list of financial institutions and dealers approved for investment purposes and establish appropriate limits to the amount of investments which can be made with each financial institution or dealer. All financial institutions with which the local government conducts business must be credit worthy and must comply with all applicable federal and state laws, regulations and other legal requirements regulating or affecting financial institutions, including, but not limited to, any sanctions or limitations on investing in, transacting with, or doing business with prohibited countries, entities, or persons. Banks shall provide their most recent Consolidated Report of Condition (Call Report) at the request of the Patchogue-Medford Union Free School District. Security dealers not affiliated with a bank shall be required to be classified as reporting dealers affiliated with the New York Federal Reserve Bank, as primary dealers. The Superintendent of Schools or designee is responsible for evaluating the financial position and maintaining a listing of proposed depositories, trading partners, and custodians. Such listing shall be evaluated at least annually.

XII. WRITTEN CONTRACTS

- Written contracts are required for certificates of deposit and custodial undertakings and Repurchase Agreements. With respect to the purchase of direct obligations of U.S., New York State, or other governmental entities in which monies may be invested, the interests of the school district will be adequately protected by conditioning payment on the physical delivery of purchased securities to the school district or custodian, or in the case of book-entry transactions, on the crediting of purchased securities to the Custodian's Federal Reserve System account. All purchases will be confirmed promptly in writing to the school district.
- The following written contracts are required:
    - Written agreements will be required for the purchase of all certificates of deposit.
    - A written contract will be required with the custodial bank(s).

Investment Policy (Cont'd)
Written Contracts (Cont'd)

- Written contracts shall be required for all Repurchase Agreements. Only credit-worthy banks and primary reporting dealers shall be qualified to enter into a Repurchase Agreement with the Patchogue-Medford Union Free School District.

The written contract will stipulate that only obligations of the United States may be purchased and that the District shall make payment upon delivery of the securities or the appropriate book-entry of the purchased securities. No specific repurchase agreement will be entered into unless a master repurchase agreement has been executed between the school district and the trading partners. While the term of the master repurchase agreement may be for a reasonable length of time, a specific repurchase agreement will not exceed thirty (30) days.

Rev: Education Law §§ 1723-a
General Municipal Law § 10; 11; 39; Article 5-G

Policy Adopted:
January 16, 1978
Policy Revised:
December 18, 1989
December 16, 1991
February 19, 1996
October 21, 1996
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December 13, 1999
Policy Revised:
March 27, 2000
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September 23, 2002
Policy Revised:
January 14, 2003
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November 10, 2003
Policy Revised:
January 24, 2011
Policy Revised:
August 20, 2012
Policy Reviewed:
August 26, 2013
Policy Reviewed:
October 20, 2014
Policy Revised:
August 24, 2015
Policy Revised:
August 29, 2016
Policy Revised:
August 28, 2017
Policy Reviewed:
August 27, 2018

Investment Policy (Cont'd)

Policy (Exhibit) Revised:
March 18, 2019
Policy Revised:
August 26, 2019
Policy Revised:
August 24, 2020
Policy Revised:
October 18, 2021
Policy Reviewed:
August 29, 2022
Policy Revised:
October 23, 2023

Investment Policy
Exhibit

Schedule of Eligible Securities

(i) Obligations issued by the United States of America, an agency thereof or a United States government sponsored corporation or obligations fully insured or guaranteed as to the payment of principal and interest by the United States of America, an agency thereof or a United States government sponsored corporation.

(ii) Obligations issued or fully guaranteed by the International Bank for Reconstruction and Development, the Inter-American Development Bank, the Asian Development Bank, and the African Development Bank.

(iii) Obligations partially insured or guaranteed by any agency of the United States of America, at a proportion of the market value of the obligation that represents the amount of the insurance or guaranty.

(iv) Obligations issued or fully insured or guaranteed by this state, obligations issued by a municipal corporation, school district or district corporation of this state or obligations of any public benefit corporation which under a specific state statute may be accepted as security for deposit of public moneys.

(v) Obligations issued by states (other than this state) of the United States rated in one of the three highest rating categories by at least one nationally recognized statistical rating organization.

(vi) Obligations of Puerto Rico rated in one of the

three highest rating categories by at least one nationally recognized statistical rating organization.

(vii) Obligations of counties, cities and other governmental entities of another state having the power to levy taxes that are backed by the full faith and credit of such governmental entity and rated in one of the three highest rating categories by at least one nationally recognized statistical rating organization.

(viii) Obligations of domestic corporations rated in one of the two highest rating categories by at least one nationally recognized statistical rating organization.

(ix) Any mortgage related securities, as defined in the Securities Exchange Act of 1934, as amended, which may be purchased by banks under the limitations established by federal bank regulatory agencies.

(x) Commercial paper and bankers' acceptances issued by a bank (other than the bank with which the money is being deposited or invested) rated in the highest short-term category by at least one nationally recognized statistical rating organization and having maturities of not longer than sixty days from the date they are pledged.

(xi) Zero-coupon obligations of the United States government marketed as “Treasury STRIPS”.

Investment Policy Regulations
Internal Controls

Investment of District Funds

1.) The Senior Account Clerk will continually update the District's cash flow, and recommend the amounts available for investment to the Superintendent of Schools, or designee.

2.) If the Superintendent of Schools or designee is in agreement with the determination, the staff member will call all approved investment institutions to determine the highest rate available to the District.

3.) Once determined, the information will be presented to the Superintendent of Schools, or designee for review and subsequent approval.

4.) Upon approval, the Senior Account Clerk, or designee if not available, will prepare a wire transfer form stipulating the amount to be transferred, and the destination of the monies. This form is to be signed by both the Treasurer, the Superintendent of Schools, or designee, and the Claims Auditor.

5.) After signatures are obtained, the staff member will electronically wire the investment to the approved institution.

6.) The staff member will maintain a list of all investments showing location of investments, amounts invested, dates of investments, and maturity dates. On a monthly basis this list will be presented to the Superintendent of Schools or designee.

NOTE: Should the Assistant Superintendent for Business, or designee be unavailable, the Senior Account Clerk, or designee if not available will seek approval from the Superintendent of Schools or the Assistant to the Superintendent.

PURCHASING POLICY

The Board of Education views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the Business Office under the authority of the Purchasing Agent, or Deputy Purchasing Agent, designated by the Board.

It is the goal of the Board to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law. The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding $ 20,000 and public work contracts involving an expenditure of more than $35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. The Purchasing Agent or the Superintendent and/or his/her designee is authorized to conduct bid openings on behalf of the Board of Education.

In accordance with law, the district shall give a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats. The term "alternative format" shall mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district (or program of a BOCES), including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

Competitive Bidding

Purchase contracts and public works contracts subject to competitive bidding will be awarded to the lowest responsible bidder; however, the Board authorizes that purchase contracts may be awarded on the basis of best value, as defined in State Finance Law §163.

The district shall comply with the requirements of General Municipal Law §103-g, which prohibits, with few exceptions, competitive bidding contracts with entities that invest significantly in the Iranian energy sector, as outlined in the accompanying regulation.

Purchasing when Competitive Bidding Not Required

Goods and services which are not required by law to be procured by the district through competitive bidding will be procured in a manner as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

Purchasing Policy (Cont'd)

These purchases can be secured by the following procurement methods:

- through requests for proposals;
- by written or verbal quotations;
- items under a county contract;
- items under a state contract;
- under a federal contract;
- under a contract of another political subdivision;
- by articles manufactured in state correctional institutions;
- from agencies for the blind and severely disabled;
- or through any other appropriate method of procurement.

Opportunities shall be provided to all responsible suppliers to do business with the school district. Purchases will be made through available state contracts of the Office of General Services, county contracts, or agreements entered into by school districts for joint purchasing whenever such purchases are in the best interests of the district. In addition, the district will make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

The district will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of section 104-b of the General Municipal Law.

The Purchasing Agent will not be required to secure alternative proposals or quotations for:

1. emergencies where time is a crucial factor;
2. procurements for which there is no possibility of competition (sole source items); or
3. small procurements when solicitations of competition would not be cost-effective.

The Board authorizes the Superintendent of Schools and/or his/her designee and the Purchasing Agent, to establish and maintain an internal control structure to ensure, to the best of their ability, that the district's assets will be safeguarded against loss from unauthorized use or disposition, that transactions will be executed in accordance with the law and district policies and regulations, and recorded properly in the financial records of the district.

Purchasing Policy (Cont'd)

The Purchasing Agent shall be responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the district. Such procedures shall comply with all applicable laws and regulations of the state and the Commissioner of Education.

No Board member, officer or employee of the school district shall have an interest in any contract entered into by the Board or the district, as provided in Article 18 of the General Municipal Law.

The Purchasing Agent along with the Superintendent and/or his/her designee shall meet with the Board annually to review the district's purchasing policy.

The unintentional failure to comply with the provisions of section 104-b of the General Municipal Law or the district's policies regarding procurement will not be grounds to void action taken nor give rise to a cause of action against the district or any officer or employee of the district.

Policy Adopted:
October 19, 1965
Policy Revised:
March 19, 1979
Policy Revised:
February 13, 1984
Policy Revised:
January 27, 1992
Policy Revised:
March 17, 1997
Policy Reviewed:
January 10, 2000
Policy Revised:
March 11, 2002
Policy Revised:
May 20, 2009
Policy Revised:
October 18, 2010
Policy Revised:
January 28, 2013
Policy Reviewed:
October 20, 2014
Policy Reviewed:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 28, 2017

Purchasing Policy (Cont'd)

Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
August 23, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

Ref: Comprehensive Iran Sanctions, Accountability, and Divestment Act of 2010 (Public Law 111-195)
Education Law §§305(14); 409-I; 1604(29-a); 1709(4-a) (14)(22);2503(7-a);255(7-a)
General Municipal Law §§102; 103;103-g; 104;104-b;109-a;800 et seq.
State Finance Law§§ 97-g(3), (4), (5); 163; 163-b; 165-a
County Law §408-a(2)

Administrative Regulations

PURCHASING REGULATION

(refers to Policy 3310)

The following sets forth the procedures for the procurement of goods and services by the district:

I. Definitions

Best value: optimizing quality, cost and efficiency. The basis for best value shall reflect, whenever possible, objective and quantifiable analysis, and may also take into consideration small businesses or certified minority- or women-owned businesses as defined in State Finance Law §163.

Purchase Contract: a contract involving the acquisition of commodities, materials, supplies or equipment

Public Work Contract: a contract involving services, labor or construction

II. General Municipal Law

The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding $20,000 and public work contracts involving an expenditure of more than $35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Similar procurements to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid.

III. Competitive Bidding Required

A. Method of Determining Whether Procurement is Subject to Competitive Bidding

1. The district will first determine if the proposed procurement is a purchase contract or a contract for public work.
2. If the procurement is either a purchase contract or a contract for public work, the district will then determine whether the amount of the **annual** procurement is above the applicable monetary threshold as set forth above.
3. The district will also determine whether any exceptions to the competitive bidding requirements (as set forth below) exist.

Administrative Regulations (Continued)
Competitive Bidding Required (Continued)
Method of Determining Whether Procurement is Subject to Competitive Bidding (Continued)

4. All advertised bids shall include the following statement required by General Municipal Law 103-g: "By submission of this bid, each bidder and each person signing on behalf of any bidder, certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to paragraph (b) of subdivision 3 of section 165-a of the state finance law."

B. Contract Combining Professional Services and Purchase

In the event that a contract combines the provision of professional services and a purchase, the district, in determining the appropriate monetary threshold criteria to apply to the contract, will determine whether the professional service or the purchase is the predominant part of the transaction.

C. Opening and Recording Bids; Awarding Contracts

The Purchasing Agent, or the Superintendent/designee in his/her absence, will be authorized to open and record bids. Contracts will be awarded by the Board of Education to the lowest responsible bidder or a purchase contract bid of best value (as recommended by the Purchasing Agent), who has furnished the required security after responding to an advertisement for sealed bids.

In order to be considered a responsible bidder, entities must certify that they are not on the list created and maintained by the State Office of General Services cataloging significant investment in the Iranian energy sector. Such statement may be submitted electronically pursuant to General Municipal Law §103(1). Where an entity cannot make such a certification, the entity must furnish with its bid a signed statement which sets forth in detail the reasons why it cannot make the necessary certification. Entities that cannot make this certification may only be awarded the bid, on a case-by-case basis, if:

1. The entity's investment activities in Iran were made before April 12, 2012; the investment activities in Iran have not been expanded or renewed after that date; and the entity has adopted, publicized, and is implementing a formal plan to cease the investment activities in Iran and to refrain from engaging in any new investments in Iran; or
2. The district makes a determination, in writing, that the goods or services are necessary for the district to perform its functions and that, absent such an exemption, the district would be unable to obtain the goods or services for which the contract is offered.

D. Documentation of Competitive Bids

The district will maintain proper written documentation which will set forth the method in which it determined whether the procurement is a purchase or a public work contract.

A quote which exceeds the bid limit will be awarded only when such award is in the best interests of the district and otherwise furthers the purposes of Section 104-b of the General Municipal Law. The district will provide justification and documentation of any such contract awarded.

E. Purchase of Instructional Materials

In accordance with Education Law, the district shall give a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats (i.e., any medium or format for the presentation of instructional materials other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, included but not limited to Braille, large print, open and closed captioned, audio or an electronic file in an approved format.)

The district will establish and follow a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Administrative Regulations (Continued)
Competitive Bidding Required (Continued)

F. Leases of Personal Property

In addition to the above-mentioned competitive bidding requirements, Section 1725 of the Education law requires that the district will be subject to competitive bidding requirements for purchase contracts when it enters into a lease of personal property. Documentation: The district will maintain written documentation such as quotes, cost-benefit analysis of leasing versus purchasing, etc.

Any legal issues regarding the applicability of competitive bidding requirements will be presented to the school attorney for review.

G. Electronic Bids

The Board authorizes the receipt of sealed bids for purchase contracts (including contracts for service work, but excluding any purchase contracts necessary for the completion of a public works contract pursuant to article eight of the labor law) in electronic format, pursuant to the provisions of General Municipal Law §103(1) which addresses proper documentation, authentication, security, and confidentiality of electronic bids.

IV. Exceptions to Competitive Bidding Requirements

The district will not be subject to competitive bidding requirements when the Superintendent or Board of Education, in its discretion, determines that one of the following situations exists:

1) Emergency situations where:

a. the situation arises out of an accident or unforeseen occurrence or condition;
b. a district building, property, or the life, health or safety of an individual on district property is affected; or
c. the situation requires immediate action which cannot await competitive bidding.

However, when an emergency situation exists, the district will make purchases at the lowest possible costs, seeking competition by informal

solicitation of quotes or otherwise, to the extent practicable under the circumstances.
Documentation: The district will maintain records of verbal (or written) quotes and attach to all purchase orders;

2) When the district purchases surplus or second-hand supplies, materials or equipment from the federal or state governments or from any other political subdivision or public benefit corporation within the state.

Documentation: The district will maintain market price comparisons (verbal or written quotes) and the name of the government entity;

3) When the Board separately purchases eggs, livestock, fish and dairy products (other than milk), juice, grains and species of fresh fruits and vegetables directly from producers and growers. The amount expended in any fiscal year by the district may not exceed an amount equal to twenty cents multiplied by the number of days in the school year multiplied by the total enrollment of the district.

Documentation: The district will maintain documentation consistent with Sections 114.3 of the Regulations of the Commissioner of Education;

4) When the Board separately purchases milk directly from licensed milk processors employing less than forty (40) people. The amount expended in any fiscal year by the district may not exceed an amount equal to twenty-five cents multiplied by the number of days in the school year multiplied by the total enrollment of the district or exceed the current market price.

Documentation: The district will maintain documentation consistent with Section 114.4 of the Regulations of the Commissioner of Education; or

5) When there is only one possible source from which to procure goods or services required in the public interest.

Administrative Regulations (Continued)
Competitive Bidding Required (Continued)
Exceptions to Competitive Bidding Requirements (Continued)

Documentation: The district will maintain written documentation of the unique benefits of the item or service purchased as compared to other items or services available in the marketplace; that no other item or service provides substantially equivalent or similar benefits; and that, considering the benefits received, the cost of the item or service is reasonable when compared to conventional methods. In addition, the documentation will provide that there is no possibility of competition for the procurement of the goods.

V. Standardization

Upon the adoption of a resolution by a vote of 3/5ths of the Board stating that, for reasons of efficiency or economy, there is a need for standardization, purchase contracts for a particular type or kind of equipment, material or supplies of more than $20,000 may be awarded to the lowest responsible bidder furnishing the required security after advertisement for sealed bids. The resolution must contain a full explanation of the reasons for its adoption.

VI. Quotes When Competitive Bidding Not Required

Goods and services which are not required by law to be procured by the district through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies in the best interests of the taxpayers. Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, as set forth below and be attached to all purchase orders.

A. Methods of Documentation

1. Verbal Quotations: the telephone log will set forth, at a minimum, the date, item or service desired, price quoted, name of vendor, name of vendor's representative; See Exhibit E.1
2. Written Quotations: vendors will provide, at a minimum, the date, description of the item or details of service to be provided, price quoted, name of contact. The district will maintain documentation consistent with Exhibit E.2 that will include advertisements, specifications and the awarding resolution. Alternatively, written or verbal quotation forms will serve as documentations, if formal bidding is not required;

3. Requests for Proposals: the district will contact a number of professionals (e.g., architects, engineers, accountants, lawyers, underwriters, fiscal consultants, etc.) and request that they submit written proposals. The RFP's may include negotiations on a fair and equal basis. The RFP's and evaluation of such proposals will consider price plus other factors such as:

    a. the special knowledge or expertise of the professional or consultant service;
    b. the quality of the service to be provided;
    c. the staffing of the service; and
    d. the suitability for the district's needs

    The district will first locate prospective qualified firms by:

    a. advertising in trade journals;
    b. checking listings of professionals; or
    c. making inquiries of other districts or other appropriate sources

4. The district will then prepare a well-planned RFP which will contain critical details of the engagement, including the methods which it will use in selecting the service.

B. Purchase/Public Work: Methods of Competition to be Used for Non-Bid Procurements; Documentation to be Maintained

The district will require the following methods of competition be used and sources of documentation maintained when soliciting non-bid procurements in the most cost-effective manner possible:

1. <u>Purchase Contracts up to $20,000</u>
    a. Contracts from $1,000 to $2,500: 3 Verbal quotes; Documentation will include notations of 3 verbal quotes
    b. Contracts in excess of $2,501 to $19,999: 3 Written quotes
2. <u>Public Work contracts up to $35,000</u>
    a. Contracts from $2,500 to $5,000: 3 Verbal quotes; Documentation will include notations of 3 verbal quotes
    b. Contracts in excess of $5,000 to $34,999: 3 Written quotes

Administrative Regulations (Continued)
Quotes When Competitive Bidding Not Required (Continued)
Purchase/Public Work: Methods of Competition to be Used for Non-Bid Procurements; Documentation to be Maintained (Continued)

3. Emergencies: Verbal quotes; Documentation will include notations of verbal quotes for amounts up to $500. Fax or written quotes are needed for anything above this amount.
4. Insurance: Written quotes; Documentation will include advertisements, specifications and the awarding resolution. Alternatively, written or verbal quotation forms will serve as documentation, if formal bidding is not required. "Requests for Proposals" (RFP's), documented in the same manner as described herein, may also be used.
5. Professional Services: RFP; Documentation will include written proposals.
6. Second Hand Equipment from Other Governments: Written quotes; Documentation will include market price comparisons (verbal or written quotes) and the name of the government.
7. Certain food and Milk Purchases: Written quotes; Documentation will be consistent with Sections 114.3 and 114.4 of the Regulations of the Commissioner of Education.
8. Sole Source: Written or verbal quotes; Documentation will include, among other things, the unique benefits of the patented item as compared to other items available in the marketplace; that no other item provides substantially equivalent or similar benefits; and that considering the benefits received, the cost of the item is reasonable, when compared to conventional methods. Notations of verbal quotes will be maintained by the district. In addition, the district will document that there is no possibility of competition for the procurement of the goods.

VII. Quotes Not Required When Competitive Bidding Not Required

The district will not be required to secure such alternative proposals or quotations for those procurements as permitted by state law:

Administrative Regulations (Continued)
Quotes Not Required When Competitive Bidding Not Required (Continued)

1. emergencies where time is a crucial factor;
2. procurements for which there is no possibility of competition (sole source items);
3. procurements of professional services, which, because of the confidential nature of the services, do not lend themselves to procurement through solicitation; or
4. very small procurements when solicitations of competition would not be cost-effective.
5. under a federal contract;
6. under a contract of another political subdivision;
7. under a county contract;
8. under a state contract;
9. of articles manufactured in state correctional institutions; or
10. from agencies for the blind and severely disabled.

VIII. Procurements From Other Than The Lowest Responsible Dollar Offeror"

The district will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of Section 104-b of the General Municipal Law.

IX. MWBE and Labor Surplus Area Firms

The district shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (See Exhibit E.3) Affirmative steps must include:

1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises;

4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises;

Administrative Regulations (Continued)
MWBE and Labor Surplus Area Firms (Continued)

5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed (1) through (5).

Adoption date:
October 18, 2010
Revised:
January 28, 2013
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
March 18, 2019
Revised:
August 26, 2019
Revised:
August 24, 2020
Reviewed:
October 24, 2022
Reviewed:
August 21, 2023
Reviewed:
September 16, 2024

Purchasing Exhibit

Verbal Quotation - Telephone Log

Date Called: _____

Item or Service Desired: _____

	Vendor Name	Vendor Representative Name	Quantity	Unit Price	Shipping (if applicable)	Total Quote
1						
2						
3						

Purchasing Exhibit

Methods of Competition to be Used for Non-Bid Procurements

	Verbal Quotes			Written Quotes		RFP*	Other See E.3
	0	3	More Than 3	3	More Than 3		
Purchase Contracts up to $20,000							
Under $500	X						
$1000 - $2,500		X					
$2,501 - $19,999				X			
Public Work Contracts up to $35,000							
Under $2,500	X						
$2,500 - $5,000		X					
$5,001 - $34,999				X			
Emergencies							X
Insurance					X		
Professional Services						X	
Leases of Personal Property							X
Second-Hand Equipment from Other Governments							X
Certain Food and Milk Purchases							X
Sole Source (For example, patented or monopoly item)							X

*RFP: Request for Proposal

Adoption Date: May 20, 2009
Revised: August 20, 2012
Reviewed: October 24, 2022
Reviewed: August 21, 2023

FEDERAL PROCUREMENT PROCEDURES EXHIBIT

The District is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of Federal procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. To that end the District will:

a. use its own documented procurement procedures which reflect applicable State, local, and laws and regulations, which conform to applicable Federal law and the standards.
b. maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
c. avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.
d. award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
e. maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.
f. Not award a contract to the parties listed on the government-wide exclusions in the System for Award Management ("SAM").
g. Adhere to Federal law and standards.

Where appropriate, the District will:

a. enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
b. use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
c. use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.
d. use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of:
    i. The actual cost of materials; and
    ii. Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

iii. Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. The District will assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

e. Require contracts in excess of $10,000 address termination for cause and for convenience by the District including the manner by which it will be effected and the basis for settlement.

Adopted:
August 26, 2019
Reviewed:
October 24, 2022
Reviewed:
August 21, 2023

Purchasing Exhibit

Verbal Quotation - Telephone Log

Date Called: _____

Item or Service Desired: _____

	Vendor Name	Vendor Representative Name	Quantity	Unit Price	Shipping (if applicable)	Total Quote
1						
2						
3						

Purchasing Exhibit

Methods of Competition to be Used for Non-Bid Procurements

	Verbal Quotes			Written Quotes		RFP*	Other See E.3
	0	3	More Than 3	3	More Than 3		
Purchase Contracts up to $20,000							
Under $500	X						
$1000 - $2,500		X					
$2,501 - $19,999				X			
Public Work Contracts up to $35,000							
Under $2,500	X						
$2,500 - $5,000		X					
$5,001 - $34,999				X			
Emergencies							X
Insurance					X		
Professional Services						X	
Leases of Personal Property							X
Second-Hand Equipment from Other Governments							X
Certain Food and Milk Purchases							X
Sole Source (For example, patented or monopoly item)							X

*RFP: Request for Proposal

Adoption Date: May 20, 2009
Revised: August 20, 2012
Reviewed: October 24, 2022

FEDERAL PROCUREMENT PROCEDURES EXHIBIT

The District is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of Federal procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. To that end the District will:

a. use its own documented procurement procedures which reflect applicable State, local, and laws and regulations, which conform to applicable Federal law and the standards.
b. maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
c. avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.
d. award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
e. maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.
f. Not award a contract to the parties listed on the government-wide exclusions in the System for Award Management ("SAM").
g. Adhere to Federal law and standards.

Where appropriate, the District will:

a. enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
b. use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
c. use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.
d. use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of:
    i. The actual cost of materials; and
    ii. Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

iii. Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. The District will assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

e. Require contracts in excess of $10,000 address termination for cause and for convenience by the District including the manner by which it will be effected and the basis for settlement.

Adopted:
August 26, 2019
Reviewed:
October 24, 2022

DISCONTINUANCE OF CLAIM FORM

The Board of Education does not require a claim form for vendor verification and serial numbers of claims. Vendors may be paid on the basis of verified invoices or claim forms.

Policy Adopted:
September 17, 1968
Policy Reviewed:
January 10, 2000
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

TRANSFER OF FUNDS

The transfer of funds between and within functional unit appropriations is commonly required during the school year. The Superintendent of Schools, in accordance with the Regulations of the Commissioner of Education, is authorized to make budget transfers between line item accounts, so long as the transfer for any one item does not exceed $5,000. All transfers in excess of $5,000 require prior Board of Education approval.

Transfers in excess of $5,000 will be authorized to address emergency facility repairs, health and safety needs, or other emergency conditions of the District. In the event that said expense is required, the Superintendent will electronically notify the Board of Education and will submit the transfer request for the subsequent Board meeting.

End of year transfers, transferred after the close of the fiscal year as part of the closing process, will not need prior Board approval.

Special Aid Fund transfers will be made in accordance with grant amendments submitted (utilizing the FS-10A form), and will be recorded as budgetary adjustments, they do not require board approval, instead they will be subject to the approval of the New York State Education Department Grants Finance Department.

Capital Projects Fund transfers between codes will be recorded as budgetary adjustments in the financial reporting software. Funds can be allocated and re-allocated within Board approved and Community approved projects as necessary based on bid awards, contracts, or change orders as authorized by the Board of Education, wherever applicable. Transfers can only be made to projects authorized by the voters in accordance with the approved interfund transfers, or voter approved propositions.

Adoption date:
November 20, 2006
Policy Revised:
August 22, 2011
Policy Reviewed:
August 26, 2013
Policy Reviewed:
October 20, 2014
Policy Revised:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Reviewed:
August 26, 2019

Transfer of Funds (Cont'd)

Policy Reviewed:
October 18, 2021
Policy Revised:
August 29, 2022
Policy Revised:
August 21, 2023
Policy Revised:
October 28, 2024

PETTY CASH/PETTY CASH ACCOUNTS

Petty cash funds shall be established annually for each administrative office and building as recommended by the Superintendent of Schools and authorized by resolution at the annual reorganization meeting of the Board of Education. Such funds shall be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment.

The amount of each fund will not exceed $100. The Board, upon the recommendation of the Superintendent of Schools, shall appoint a custodian for each petty cash fund who shall administer and be responsible for the security and accounting of such funds. No single expenditure of more than twenty-five dollars ($25) is to be made from petty cash funds without prior approval of the district Purchasing Agent or Superintendent and/or his/her designee.

To ensure that these funds are properly managed, the following guidelines shall be followed:

1. Receipts and cash-on-hand must always total the authorized fund amount. All disbursements from such funds are to be supported by receipted bills, paid out slips, or other evidence documenting the expenditure.

2. Payments may be made from petty cash for materials, supplies, or services only when payment is required on delivery. Sales tax on purchases will not be paid by the school district from petty cash funds.

Periodic audits of petty cash funds will be provided to ensure the correct amount of cash and receipts are on hand and that funds are being used in accordance with the District's policies and procedures.

The district shall reimburse uses of petty cash funds up to the extent of expenditures, with appropriate documentary support. Each fund will be closed at the end of the school year.

Under no circumstances shall cash be left in classroom areas or desks. The district will not be responsible for funds left unprotected.

The Superintendent shall develop appropriate regulations for implementation of this policy.

Adoption date:
January 24, 2011
Revised:
August 26, 2013

Petty Cash Policy (Continued)

Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Revised:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
August 21, 2023
Reviewed:
September 16, 2024

PETTY CASH/PETTY CASH ACCOUNTS REGULATION

Purpose

Petty Cash funds shall be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment.

Only those items or services may be purchased from petty cash that are legitimate school district expenditures. If an item can be purchased via usual purchasing procedure, petty cash is not to be used.

- Examples of acceptable uses of petty cash:
    - Special postage needs
    - Emergency repair items (i.e., electrical cords, small accessories, etc.)
    - Perishable classroom lesson supplies
- Examples of when petty cash should **not** be utilized:
    - Personal expenses, such as meals, etc.
    - Lunches for visiting dignitaries without prior approval
    - Lunches for school volunteers, grandparents, etc.
    - Covering school lunch charges
    - Mileage for any purpose
    - Any items that have been precluded from district purchasing.
- Any questions concerning legitimate School District expenditures should be directed to the purchasing agent prior to making the expenditure.

Procedures

The following procedures will be utilized in the administration of Petty Cash Funds.

1. Each expenditure must have prior authorization by the administrator responsible for the Petty Cash Fund. After the expenditure has been made by the employee, a sales slip must be signed by the employee who actually made the expenditure and is to be initialed by the responsible administrator.

2. After each purchase, the journal must be completed so that an itemized running balance indicates the amount still available. Each petty cash fund custodian may only use the assigned budget code for which they are responsible.

3. **No expenditure of over $25.00 will be honored.** Purchases for more than $25.00 must go through the requisition process.

4. No expenditure for sales tax will be reimbursed.

Petty Cash Accounts Regulation (Continued)

5. Petty cash cannot be used for any expense which otherwise would not be allowed under Board of Education purchasing regulations**.**

In order to obtain reimbursement for Petty Cash Funds, the following procedures must be utilized:

- When the Petty Cash Fund is depleted the Petty Cash Journals should be summarized, and balanced.
- Petty Cash Journals must be signed by the responsible administrator who is the custodian of the Petty Cash Fund.
- Original receipts no greater than $25.00 must also be signed by the responsible administrator.
- Forward the original signed Petty Cash Journal to the Business Office. A copy of the journal is to be retained in the Administrator's file.

It will take approximately four (4) weeks from the date received in the Business Office for the reimbursement claim to be processed and the check forwarded to the Petty Cash Fund administrator.

Petty Cash Journals are available from the Accounting office.
The expenditures from the Petty Cash Fund are charged against regular appropriation accounts. Therefore, these expenses reduce the amount available for other school or department purposes. If this appropriation is expended, Petty Cash will be closed for the remainder of the fiscal year unless there are funds available.

Adoption Date:
January 24, 2011
Reviewed:
August 24, 2015
Revised:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Reviewed:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Revised:
August 29, 2022
Revised:
August 21, 2023
Reviewed:
September 16, 2024

TRAVEL AND CONFERENCE EXPENSE REIMBURSEMENT

School district employees, officials, and members of the Board of Education will be reimbursed for actual and necessary out-of-pocket expenses which are legally authorized and incurred while traveling for school related activities.

Only expenses necessary for the purpose of the travel shall be reimbursable. Transportation costs such as subways and taxi cabs, or other car services (e.g., uber) are allowable only for essential transportation to conference related events. Mileage will be paid at the rate fixed by the Federal Internal Revenue Service for business travel. Tax exemption certificates shall be issued and utilized as appropriate.

The Board, by majority vote, shall determine and approve which meetings and conferences may be attended by Board members and the Superintendent of Schools on occasions when a Board member wishes to obtain monetary retribution or reimbursement for reasonable expenses incurred as a result of attendance at said meetings or conferences.

The appropriate Assistant Superintendent, along with the Superintendent of Schools, shall determine whether attendance by District staff at any conference or professional meeting is in the best interest of the District and eligible for reimbursement of expenses under this policy. Any reimbursement for travel for district staff which exceeds $750 must be approved by the Board prior to travel.

To obtain reimbursement, the claimant must complete and sign an expense voucher, attach all itemized receipts or other expense documentation, together with a copy of the approved conference attendance request form, proof of conference attendance, and evaluation report (if required) and submit the same to the appropriate administrator. The administrator will forward the reimbursement request to the Business Office for payment processing and auditing of claim.

Regulations concerning expense reimbursement shall be reviewed annually and revised as appropriate.

Adoption Date:
January 24, 2011
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Revised:
February 4, 2016
Reviewed:
August 29, 2016

Travel and Conference Expense Reimbursement (Cont'd.)

Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
December 19, 2022
Revised:
October 28, 2024

TRAVEL AND CONFERENCE EXPENSE REIMBURSEMENT REGULATION

The District shall reimburse district employees, officials, and members of the Board of Education for actual and necessary out-of-pocket expenses incurred while traveling for school-related business upon receipt of a completed voucher with itemized receipts along with approved attendance form, and proof of conference attendance. The following rules shall guide the reimbursement of school-related travel expenses:

Transportation

- Travel shall be by the most economical method, whether by private automobile, school vehicle or common carrier such as bus, train or plane.
- If travel is by private automobile, mileage shall be reimbursed at the level approved by the Internal Revenue Service for business travel. Parking and tolls, substantiated by receipts, will also be reimbursed, but gasoline will not.
- Rental car expenses will be reimbursed only if authorized in advance. Receipts must be attached.
- Air travel is only allowed when determined by the Board President or the Superintendent of Schools to be in the District's best interest. Air travel shall be reimbursed at the lowest feasible fare available and shall not exceed regular coach class fare. Travel arrangements should be made as soon as reasonably practicable so as to avoid payment of a higher fare due to a late booking.

Lodging

- Persons traveling on district-related business are expected to secure the most reasonable rate for necessary hotel accommodations. The District will reimburse for actual lodging fees up to the maximum lodging fee set by the federal government for that location.

- When the rate is pre-determined by the organization sponsoring the event, the traveler shall secure a room rate at no more than the pre-determined rate notwithstanding that of the federal travel reimbursement rate. Hotel accommodations at a rate other than the most reasonable rate or a pre-determined rate described above will be reimbursed only if approved by the Board President (for members of the board and the Superintendent) and the Assistant Superintendents (for all others) prior to the stay.

- For meals purchased at the hotel, whether by room service or a hotel restaurant, detailed receipts must be submitted to the District in order to be considered for reimbursement.

Meals

The limit for reimbursable meals will be set according to the U.S. General Services Administration

Travel and Conference Expense Reimbursement Regulation (Continued)

Reimbursable meal charges, including gratuities, for persons traveling for district-related business shall be broken down by meal according to the table below.

The following table shows the breakdown of breakfast, lunch, and dinner components of the maximum daily reimbursement (per diem) rates for meals and incidental expenses while on travel. **The Meal and Incidental Expense (M&IE) rates differ by travel location**. **View the per diem rate** at ***www.gsa.gov/perdiem*** **for your primary destination to determine which M&IE rates apply**. . For example, the

total rate for NYC is $79 and Suffolk County is $69 and Nassau County is $74 per day for meals, broken down by meal in the table below:

M & IE BREAKDOWN (AS OF 12/23/23)							
Primary Destination	County	M&IE Total	Continental Breakfast/ Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Albany	Albany	$69	$16	$17	$31	$5	$51.75
Binghamton	Broome	$64	$14	$16	$29	$5	$48.00
Buffalo	Erie	$69	$16	$17	$31	$5	$51.75
Floral Park/ Garden City/ Great Neck	**Nassau**	$74	$17	$18	$34	$5	$55.50
Glens Falls	Warren	$69	$16	$17	$31	$5	$51.75
Ithaca	Tompkins	$74	$17	$18	$34	$5	$55.50
Kingston	Ulster	$69	$16	$17	$31	$5	$51.75
Lake Placid	Essex	$79	$18	$20	$36	$5	$59.25
New York City	**Bronx/ Kings/ New York/ Queens/ Richmond**	$79	$18	$20	$36	$5	$59.25
Niagara Falls	Niagara	$69	$16	$17	$31	$5	$51.75
Nyack /	Rockland	$69	$16	$17	$31	$5	$51.75

Palisades							
Poughkeepsie	Dutchess	$69	$16	$17	$31	$5	$51.75
Riverhead/ Ronkonkoma/ Melville	**Suffolk**	$69	$16	$17	$31	$5	$51.75
Rochester	Monroe	$69	$16	$17	$31	$5	$51.75
Saratoga Springs/ Schenectady	Saratoga/ Schenectady	$64	$14	$16	$29	$5	$48.00
Standard Rate	Applies to all locations without specified rates	$59	$13	$15	$26	$5	$44.25
Syracuse / Oswego	Onondaga / Oswego	$64	$14	$16	$29	$5	$48.00
Tarrytown / White Plains / New Rochelle	Westchester	$74	$17	$18	$34	$5	$55.50
Troy	Rensselaer	$64	$14	$16	$29	$5	$48.00
West Point	Orange	$64	$14	$16	$29	$5	$48.00

A copy of the per diem rate for your destination must be attached to the "AUTHORIZATION TO ATTEND PROFESSIONAL CONFERENCE OR FOR OTHER TRAVEL" form, as well as to the "CLAIM FOR APPROVED STAFF TRAVEL EXPENSES FORM".

Personal Expenses The district does not reimburse persons traveling on district-related business for personal expenses including, but not limited to, pay television, internet access charges, hotel health club facilities, alcoholic beverages, theater and show tickets, and telephone calls and transportation costs unrelated to district business.

Adoption date:
January 24, 2011
Reviewed:
August 26, 2013
Revised:
October 20, 2014
Reviewed:
February 4, 2016
Revised:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021

Revised:
December 19, 2022
Revised:
October 28, 2024

CLAIMS AUDITOR

The Board of Education may adopt a resolution establishing the office of claims auditor and appoint a Claims Auditor and Alternate Claims Auditor, herein referred to as Claims Auditor(s) who shall hold his or her position(s) for a period of one (1) year.

No personnel shall be eligible for appointment to the office of claims auditor who shall also be:

1. a member of the Board of Education;
2. the clerk or treasurer of the Board of Education;
3. the Superintendent of Schools or other official of the school district responsible for business management;
4. the person designated as purchasing agent;
5. clerical or professional personnel directly involved in accounting and purchasing functions of the district.
6. the individual responsible for the internal audit function pursuant to subdivision (b) of Section 170.12 of the Regulations of the Commissioner of Education;
7. the independent auditor responsible for the annual external audit of the financial statements; or
8. a close or immediate family member of an employee, officer, or contractor providing services to the District. For the purposes of this paragraph, a "close family member" shall be defined as a parent, sibling or non-dependent child and an "immediate family member" shall be defined as a spouse, spouse equivalent or dependent (whether or not related).

The Claims Auditor(s) shall not be required to be residents of the District and such positions shall be classified in the exempt class of the civil service.

The Claims Auditor(s) shall have the powers and duties of the Board of Education with respect to claims auditing, allowing or rejecting all accounts, charges, claims, or demands against the school district.

The Claims Auditor(s) are responsible for verifying the accuracy of invoices, determining if purchase orders have been issued in accordance with Board of Education policy and law, and comparing invoices with previously approved contracts. These positions have the responsibility of approving all commitments that are presented for payment which are supported with documentary evidence and ensuring that all policy, laws, rules, and regulations regarding the expenditure of District funds had been complied with.

Claims Auditor (Continued)

The Claims Auditor(s) shall provide periodic reports to the Board of Education.

Policy Adopted:
October 18, 1965
Policy Revised:
December 16, 1991
Policy Reviewed:
January 10, 2000
Policy Revised:
April 25, 2011
Policy Reviewed:
October 24, 2016
Policy Revised:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Revised:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

INDEPENDENT AUDIT POLICY

In accordance with Section 2116-a of the New York State Education Law, the Board of Education shall appoint an independent certified public accountant or an independent public accountant to perform an annual audit of the financial records of the district. The report of such annual audit shall be presented to the Board of Education by such External Audit firm.

The district shall, within 90 days of the receipt of such report or letter, prepare a corrective action plan in response to any findings contained in the annual external audit report or management letter, or any final audit report issued by the Office of the State Comptroller. This corrective action plan shall be presented to the Board for review. To the extent practicable, implementation of such corrective action plan shall begin no later than the end of the next fiscal year.

The scope of the audit shall include:

1. All requirements as published in the Minimum Program for Audit of Financial Records, by the Division of Educational Management Services, New York State Education Department.

2. Annual audit of the Patchogue-Medford Classroom Activity Fund.

Policy Adopted:
June 20, 1966
Policy Revised:
December 16, 1991
Policy Reviewed:
August 26, 2013
Policy Reviewed
October 20, 2014
Policy Revised:
August 24, 2015
Policy Revised:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
October 18, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
October 23, 2023

Independent Audit Policy (Cont'd.)

Policy Reviewed:
October 28, 2024

PURCHASE CONTRACTS FOR STUDENT ACTIVITY FUNDS

Contracts are commonly employed for overnight trips, yearbooks, catering halls, bands or other student based activities as desired.

Contracts requiring an expenditure from student activity funds must be reviewed by the Business Office, approved by the Board of Education, and executed by the President of the Board of Education. The Board of Education will not act to approve contracts which fail to meet the requirements for the standard approved school district contract or that have not been appropriately reviewed by the Superintendent and/or his/her designee.

Policy Adopted:
July 13, 1987
Policy Revised:
December 16, 1991
Policy Revised:
March 27, 2000
Policy Revised:
January 24, 2011
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

DEPOSIT OF STUDENT ACTIVITY FUNDS

The Board of Education shall have the responsibility for the protection and supervision of the financial affairs of student clubs and extracurricular activities. Financial transactions will be carried out in conformance with District policies and procedure. An audit of all accounts will be made annually by the independent/external auditor. An accounting of the monies collected is also required to be filed with the District's Superintendent and/or his/her designee.

Money collected by employees and/or club officers involved in student activities must be deposited within 24 hours in the bank officially designated by the Board of Education for receipt of such deposits. Money may be kept overnight in a school safe provided that the school principal takes responsibility for the custody of the money before it is placed in the school safe.

Employees maintaining custody of funds for student activities are personally accountable for the security of the funds until deposited in a bank or placed in the custody of the principal.

Policy Adopted:
July 13, 1987
Policy Revised:
December 16, 1991
Policy Revised:
April 25, 2011
Policy Reviewed:
August 26, 2013
Policy Reviewed:
October 20, 2014
Policy Reviewed:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Revised:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Reviewed:
August 21, 2023
Policy Reviewed:
September 16, 2024

CAPITAL ASSETS ACCOUNTING PROCEDURES

In order to provide for the proper control and preservation of district capital assets, the Superintendent or designee shall maintain inventory records and account for capital expenditures.

Definitions

- Capital assets are defined as non-consumable assets with a normal service life of more than five years according to the procedures outlined by the Uniform System of Accounts for School Districts and GASB Statement 34 Regulations;

- Inventory is an itemized list of capital assets utilized to track and control property, and taking an inventory involves making a physical inspection or otherwise ascertaining the existence of capital assets and listing them in a systematic manner;

- Capitalization is an accounting treatment whereby an item is recorded as a long-term asset on the balance sheet rather than a consumable expense of the current period in accordance with GASB Statement 34 Regulations.

Inventory records and accounting for capital expenditures shall be maintained in accordance with the following guidelines for physical and financial purposes:

Inventory Records:

- All equipment items with a unit cost in excess of $1,500 shall be inventoried;
- Other items shall be inventoried for accountability purposes by the responsible program administrator (Director), (i.e. graphing calculators, computers, musical instruments etc.) and/ or building principal. Building principals will be responsible for items located within their buildings, while program administrators (Directors) shall be responsible for items that were purchased out of their specific budgets (i.e. musical instruments);
- The Purchasing Agent will be designated the Property Control Manager and will be responsible for monitoring and tracking all equipment items district wide;
- All non-equipment capital assets costing in excess of $15,000 shall be inventoried.

Capital Expenditure Accounting:

- Fixed assets having an estimated useful life of at least five years following the date of acquisition will be capitalized.
  Capitalization thresholds will be applied to individual fixed assets rather than groups of fixed assets.

The threshold to be used for fixed assets is as follows:

	Physical	Financial
Land Improvements	$15,000	$15,000
Buildings and Improvements	$15,000	$15,000
Furniture and Equipment	$ 1,500	$ 5,000

Capital Assets Accounting Procedures (Continued)

The following information must be maintained on the equipment/fixed asset inventory:

- Name and description of property, including make and model;
- Location of equipment/property and department having custody of the equipment/property;
- Serial number and other identification number;
- Cost of the asset at acquisition, source of funds used to purchase the asset, vendor and voucher number for purchase;
- Acquisition date.

Donated items will be capitalized at a fair-market value on the date of the donation.

The district may choose to capitalize assets that individually fall below the capitalization threshold but may be purchased in large quantities (ie. library books, textbooks, graphing calculators, and computers).

All assets will be depreciated using the straight-line method. Useful lives will be determined in the year of purchase based on general guidelines obtained from professional organizations and assets present condition. Depreciation expense will be calculated beginning in the year of acquisition. Residual value will be considered.

The Purchasing Agent, also known as the Property Control Manager will at least annually review and update inventory records. The Purchasing Agent, along with the Administrator of Technology, will also be responsible for approving and tracking transfers of equipment between locations in connection with the program administrators and principals.

Policy Adopted:
January 13, 2004
Policy Revised
May 20, 2009
Policy Revised:
September 24, 2012
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 29, 2022
Policy Revised:
August 21, 2023
Policy Reviewed:
September 16, 2024

WIRE TRANSFER POLICY

The Patchogue-Medford Union Free School District Board of Education authorizes the District to take advantage of online banking services offered by the approved depositories. These services may include, but are not limited to, the ability to check account balances and check clearing activity, make transfers between District bank accounts, reconcile accounts, stop payments on lost checks, closely monitor cash balances and initiate wire transfers for items such as; debt service principle and interest payments' OMNI tax shelter annuity payments; etc.

The District Treasurer and the Assistant Superintendent for Business or his/her designee, are required to approve all wire transfers. Wire transfers are subject to the claims audit process and must be audited prior to release of payment.

Depending on the individual depository capabilities, all wire transfers require two individuals to be involved in order to release payment. The Senior Account Clerk will enter the wire transfer into the depositories online banking system after written approval has been received. The wires will be released upon verification by either the Senior Accountant or the Assistant Superintendent for Business and Operations' designee.

Specific procedures will be documented and included as part of the Business Office procedure manual.

Adopted:
April 25, 2011
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Revised:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
August 21, 2023

WIRE TRANSFER POLICY

Revised:
September 16, 2024

ONLINE BANKING

The Patchogue-Medford Union Free School District Board of Education authorizes the District to take advantage of online banking services offered by the approved depositories. These services may include, but are not limited to, the ability to check account balances and check clearing activity, stop payments on lost checks, make transfers between District bank accounts, reconcile accounts, closely monitor cash balances and initiate wire transfers for items such as; debt service principle and interest payments' OMNI tax shelter annuity payments; etc. ***(See Wire Transfer Policy #3470)***

The following individuals are authorized to have access to online banking services offered by the Districts' approved depositories:

- Senior Accountant
- Assistant to the Superintendent
- Senior Account Clerk/Treasurer responsible for banking activities
- Extraclassroom Activity Central Treasurer

All users will have individual user names and passwords. Whenever available, the use of token security devices to enhance security will be used.

The Senior Account Clerk/Treasurer will have the authority to process online banking transactions that have been approved by the Assistant Superintendent for Business or designee, and the District Claims Auditor. In the event that the Senior Account Clerk/Treasurer is not available, the Senior Accountant or the Superintendent of School's designee will be responsible for online banking transactions, with separate established user names and passwords.

The Alternate Claims Auditor will reconcile all online banking transactions to the bank statements and submit to the Superintendent's designee monthly for review.

The Extra Classroom Activity Central Treasurer can access the Extra Classroom Activity bank accounts online, however, the Central Treasurer will only be able to view account balances, check clearing activity, reconcile accounts and monitor cash balances.

Adopted:
September 24, 2012
Revised:
December 16, 2013
Revised:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Revised:
August 24, 2020

Online Banking (Continued)

Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
August 21, 2023
Revised:
September 16, 2024

FUND BALANCE

The Board of Education recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school district and is fiscally advantageous for both the district and the taxpayer. This policy establishes goals and provides guidance concerning the desired level of year-end fund balance to be maintained by the district.

Fund balance is a measurement of available financial resources and represents the difference between total assets and total liabilities in each fund.

Governmental Accounting Standards Board ("GASB") Statement No. 54 distinguishes fund balance classifications based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. Beginning with the most binding constraints, fund balance amounts will be reported by the District in the following classifications:

Nonspendable – consists of assets that are inherently nonspendable in the current period either because of their form or because they must be maintained intact, including prepaid items, inventories, long-term portions of loans receivable, financial assets held for resale, and principal of endowments.

Restricted – consists of amounts that are subject to externally enforceable legal purpose restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments; or through constitutional provisions or enabling legislation. Because the State regulates the establishment, funding and use of school district reserves, generally, reserves will be classified as restricted fund balance.

Committed – consists of amounts that are subject to a purpose constraint imposed by a formal action of the Board before the end of the fiscal year, and that require the same level of formal action to remove the constraint.

Assigned – consists of amounts that are subject to a purpose constraint that represents an intended use established by the Board or its designee. The purpose of the assignment must be narrower than the purpose of the general fund, and in funds other than the general fund, assigned fund balance represents the residual amount of fund balance. Assigned Fund Balance generally includes encumbrances and appropriated fund balance.

Fund Balance (Continued)

Unassigned – represents the residual classification for the government's general fund, and could report a surplus or deficit. In funds other than the general fund, the unassigned classification should be used only to report a deficit balance resulting from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

The fund balance of the District's General Fund has been accumulated to provide stability and flexibility and to respond to unexpected adversity and/or opportunities.

The Board of Education shall establish targets for each year's fund balance, as proscribed by law, in order to maintain an unassigned fund balance as a percentage of the estimated annual operating expenditures for the ensuing fiscal year.

The District's basic goal is to maintain annual expenditure increases at a growth rate, and to limit expenditures to anticipated revenue in order to maintain a balanced budget. The decision to retain an unrestricted fund balance, as proscribed by law, as a percentage of the expected expenditures, stems from the need to provide fiscal stability.

The order by which the District will spend restricted and unrestricted (unassigned) fund balance will be evaluated on an annual basis based on the current financial conditions by the Assistant Superintendent for Business or designee. After evaluation, if adjustments are required, a recommendation will be made to the Board of Education for consideration. Reserves currently existing in the District include:

Reserve for Workers' Compensation – used to pay for compensation benefits and other expenses authorized by Article 2 of the Workers' Compensation Law, and for payment of expenses of administering this self-insurance program. This reserve is evaluated on an annual basis and updated based on reports received from third-party service providers.

Reserve for Employee Benefit Accrued Liability – used to reserve funds for the payment of accrued employee benefit due an employee upon termination of the employee's service. This reserve is evaluated by the Business Office on an annual basis utilizing reports provided by the financial accounting system.

Retirement Contribution Reserve – used for the purpose of financing retirement contributions. This reserve is evaluated on an annual basis by reports received from the New York State Employees' Retirement System. The maximum amount of this reserve will be five years of New York State Employees' Retirement System projected expenses.

Fund Balance (Continued)

Retirement Contribution Reserve Sub-Fund – used for the purpose of financing retirement contributions for the New York State Teachers' Retirement System. This sub-fund will be evaluated on an annual basis. The moneys contributed annually to the sub-fund shall not exceed 2% of the total compensation or salaries of all teachers (as that term is defined in Education Law §501[4]) employed by the District who are members of TRS paid during the immediately preceding fiscal year. The balance of the Reserve Sub-Fund shall not exceed 10% of the total compensation or salaries of all teachers (as that term is defined in Education Law §501[4]) employed by the District who are members of TRS paid during the immediately preceding fiscal year. This reserve is evaluated by the Business Office on an annual basis.

Reserve for Unemployment - used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the employer has elected to use the benefit reimbursement method. This reserve is evaluated by the Business Office on an annual basis.

Reserve for Insurance – used to pay liability, casualty, and other types of uninsured losses, except losses incurred for which the following types of insurance may be purchased: life, accident, health, annuities, fidelity and surety, credit, title residual value, and mortgage guarantee. This reserve is evaluated by the Business Office on an annual basis.

Capital Reserve Fund – established in accordance with the provisions of Education Law Section 3651 for the purpose of providing moneys for future capital improvements.

Adoption date:
August 22, 2011
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Revised:
August 29, 2016
Revised:
August 28, 2017
Revised:
August 27, 2018
Revised:
August 26, 2019
Revised:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
October 24, 2022
Reviewed:
August 21, 2023
Reviewed:
September 16, 2024

RETURNED CHECKS (Non-Sufficient Funds – NSF)

When the District receives a check from a student or parent that, when deposited, is returned marked "Non-sufficient funds", the Treasurer in connection with the Business Office and related departments shall provide an opportunity for the payer to make proper payment or to arrange for a satisfactory payment schedule. See attached procedure. The Treasurer is authorized to assess a service charge of $20.00.

District Procedures for NSF Checks

1. If a check is returned unpaid by one of the District's official depositories, the Senior Account Clerk/Treasurer in the Business Office or the Central Treasurer will contact the appropriate department or building principal. The department, principal or his/her designee shall call the check writer. The check writer will be provided forty-eight (48) hours to pay the amount of the check, as well as the assessed service charge. The amount will be paid in the form of cash, cashier's check, certified check, money order or online if applicable.

2. If the check writer was called and did not respond, a letter will be sent via certified U.S. Mail.

3. If the payment is received, the funds should be deposited and the deposit slip and revenue transmittal form should note the repayment of the NSF check.

4. If payment is not received within thirty (30) days of the letter, documentation of non-collection shall be forwarded to the Assistant Superintendent for Business and Operations or his/her designee to take appropriate action to recover the funds in accordance with applicable law.

Adopted:
November 19, 2012
Revised:
October 24, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019
Revised:
August 24, 2020
Reviewed:
October 18, 2021
Revised:
August 29, 2022

Returned Checks Policy (Non-Sufficient Funds - NSF) (Continued)

Reviewed:
August 21, 2023
Revised:
September 16, 2024

SECURITY OF FACILITIES

Valuable buildings and their contents require a lock-control system to prevent unauthorized access or use. The Board of Education directs that a control system be placed in effect which provides governance for issuing, recording, possessing, reproducing, and returning keys, locks and combination numbers for building. The intent of the policy is to assure sensible control without giving it the metallic clang of cellblock rules.

Keys, Locks and Safes
Subsection 3517.1

Authority is vested in the Assistant Superintendent for Business or designee to issue keys, locks, and combination numbers which are placed in the custody of school district employees and agents. The Assistant Superintendent for Business or designee will maintain in a secure place a record of the keys, locks and combination numbers issued for all buildings, entrance gates, safes, and vehicles. The inventory and the assignments will be audited in October and June of each year by the Assistant Superintendent for Business or designee who will, in turn, render a report to the Superintendent of Schools and/or his/her designee.

School principals will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys, locks, and combination numbers to building staff.

The Transportation Supervisor will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys for school transportation vehicles.

The Director of Facilities will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys, locks and combination numbers to the custodial and maintenance department staff.

The Head of Security will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys, locks, and combination numbers to the Security Guards.

The supervisor of continuing education will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys, locks and combination numbers to driver education and to continuing education personnel.

The Food Services Supervisor will be accountable to the Assistant Superintendent for Business or designee for the issuance of keys, locks and combination numbers to central kitchen personnel and to food service drivers.

Refer to policy 3615 regarding key distribution.

Security of Facilities (Continued)

Apparatus and Furniture
Subsection 3517.2

School principals are responsible to issue apparatus and furniture keys, locks or combination numbers (desks, wardrobes, cabinets, etc.) to building staff. The school principals will maintain a record of items issued to staff.

Persons assigned to work in the Administrative Center will be issued a swipe card, and furniture keys by the Assistant Superintendent for Business or designee upon the approval of the Superintendent of Schools. The Assistant Superintendent for Business or designee will maintain a record of items issued to personnel in the Administrative Center.

The Assistant Superintendent for Business or designee is responsible to issue furniture and apparatus keys to personnel assigned to the transportation department, the office of plant and facilities, and to central stores' personnel. The Assistant Superintendent for Business or designee will maintain a record of items issued to personnel who work in central stores, the transportation department and the office of plant and facilities.

Reproducing Keys and Combination Numbers
Subsection 3517.3

The Assistant Superintendent for Business or designee is authorized to reproduce keys for employees of the school district. **No other person, other than the A**ssistant Superintendent for Business or designee**, is authorized to do so.** Should this policy be violated, it will be considered a serious breach of employee responsibility and subject the offending employee to disciplinary action. When a replacement key or an additional key is required, a written request will be forwarded to the Assistant Superintendent for Business or designee by the appropriate administrator. Refer to Policy #3615, Appendix A, for the key request form which is to be used for this purpose.

The Assistant Superintendent for Business or designee will issue combination numbers to select employees of the school district. The combination number is to be committed to memory and may not be shared with any other person. Should this policy be violated, it will be considered a serious breach of employee responsibility and subject the offending employee to disciplinary action. Principals or the administrator in charge of a particular building will inform the Assistant Superintendent for Business or designee, in writing, of persons within the applicable jurisdiction of those who are to be issued the combination number to a safe.

Security of Facilities (Continued)

Vital Records Rooms
Subsection 3517.4

The storage room, located on the second floor in the South Ocean Middle School, and the Records Room and Vault located in the Administrative Center, have been especially equipped to house the vital records of the school district including century-old student records and the proceedings of the Board of Education. The security of this room is vested in the records management officer and the Superintendent of Schools who is authorized to designate any other persons who may have access to the room. The Superintendent of Schools will provide written notice of the school superintendent's designees as appointed by the Board of Education pursuant to state law, including the records management officer, to the Assistant Superintendent for Business or designee for recordkeeping purposes.

Safe Deposit Box
Subsection 3517.5

A safe deposit box for the storage of property deeds, important contracts, and other vital documents will be assigned to a bank designated by the Board of Education at its annual reorganization meeting. Access to the safe deposit box is granted to the District Clerk, to the Superintendent of Schools, and to the Assistant Superintendent for Business or designee. Securing the deposit box key will be the responsibility of the District Clerk.

Combination Numbers and Locks Issued to Students
Subsection 3517.6

School principals are authorized to issue combination numbers and locks for use by students for hallway or athletic lockers. The school principal will maintain a record of the combination numbers and locks which have been issued to the students. Other sections of the policy are not intended to apply to the combination numbers and locks issued to students.

OTHER RELATED INFORMATION

- All interior doors must be locked when a room is unoccupied and/or school is not in session.
- Last person leaving a shared office shall ensure the office door is locked upon their departure.

Policy Adopted:
July 13, 1987

Security of Facilities (Continued)

Policy Revised:
December 16, 1991
Policy Revised:
April 23, 2001
Policy Revised:
October 24, 2016
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
October 23, 2023
Policy Reviewed:
September 16, 2024

STORAGE AND USE OF HAZARDOUS SUBSTANCES

In order to comply with regulations in New York State, the Patchogue-Medford Board of Education makes this policy applicable to all departments and divisions of the school district. The policy is to be readily available in the Buildings and Grounds Office, the Personnel Office and the office of each school principal for review by any interested employee or visitor.

Container Labeling
Subsection 3526.1

Operational administrators or school principals will verify that all containers received for use in the school district will:

A. Be clearly labeled as to the contents.
B. Note an appropriate hazard warning.
C. List the name and address of the manufacturer.

The administrators and principals will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with generic labels which provide space for identity and for a hazard warning. For help with labeling, the district's safety officer should be consulted. An alternative labeling system will be employed when:

A. A manufacturer's label is missing or illegible.
B. Secondary containers of a manufactured product are used.
C. Additional information is desired on the container

The system which may be used is the Hazardous Material Information System (HMIS). This system provides the name of the product and uses the following color code and numerical system to represent health, reactivity and flammability hazards for a product and also supplies information about the safe use, storage and handling of a product during normal operations and in emergency situations:

Blue	-	Health
Red	-	Flammability
Yellow	-	Reactivity
White	-	Additional precautions

Storage and Use of Hazardous Substances (Continued)
Container Labeling, Subsection 3526.1 (Continued)

A numerical system from 0-4 will be used to represent a health hazard standard for each product. The numbers in each hazard category are represented as follows:

0	-	Minimal Hazard	-	No significant risk to health.
1	-	Slight Hazard	-	Irritation or minor reversible injury possible.
2	-	Moderate Hazard	-	Temporary or minor injury may occur.
3	-	Serious Hazard	-	Major injury likely unless prompt action is taken and medical treatment is given.
4	-	Extreme Hazard	-	Life-threatening, major or permanent damage may result from single or repeated exposures.

An alternative labeling system may be the use of generic labels identifying the substance, trade name or chemical and also its most appropriate hazard warning (i.e., acid, corrosive, oxidizer, etc.). Storage areas will be kept locked at all times and accessible only to staff members authorized by the principal or operational supervisor to have access.

Designated storage areas will be labeled with appropriate signs or placards to warn of particular classes of chemical substances (i.e., acid, base, flammable, combustible, etc.).

The district's safety committee will review the labeling system being used every six (6) months and will modify and update information as required.

Material Safety Data Sheets (MSDS)
Subsection 3526.2

The assistant superintendent for business will be responsible for obtaining and maintaining a Material Safety Data Sheet (MSDS) system for the school district. The assistant superintendent for business will review incoming data sheets for new and significant health or safety information. The assistant superintendent for business will make certain that information is given to the affected employees.

In addition to Material Safety Data Sheets for commercial products, the use of Chemical Fact Sheets (CFS) are to be used to provide appropriate safety and health information about specific chemical agents found in science laboratories and storerooms. These Chemical Fact Sheets will be made available and located in the same place as the Material Safety Data Sheets.

In the event that a Material Safety Data Sheet is not received when a product is delivered, a telephone call to the supplier will be made requesting the MSDS. If, after a reasonable time, a copy of the MSDS has not been received, a written communication to the supplier will be made. The assistant superintendent for business will notify the New York State Labor Department of difficulties encountered in obtaining the MSDS.

Storage and Use of Hazardous Substances (Continued)
Material Safety Data Sheets, Subsection 3526.2 (Continued)

Material Safety Data Sheets and Chemical Fact Sheets will be available to all employees in their work area for inspection during each work shift.

Employee Training For Hazardous Substances
Subsection 3526.3

The school district's safety director is responsible for the employee training program to ensure that all elements specified below are carried out. Employees of the Patchogue-Medford School District will attend a health and safety orientation and will receive information and training as follows:

A. An overview of the requirements contained in the Hazard Communication Standard.

B. Chemicals present in the workplace.

C. Location and availability of written policies.

D. Physical and health effects of hazardous chemicals.

E. Methods and observation techniques used to determine the presence or release of hazardous chemicals in the work area.

F. How to lessen or prevent exposure to hazardous chemicals through practices and protective equipment.

G. Steps the school district has taken to lessen or prevent exposure to chemicals on school sites.

H. How to read labels and review MSDS to obtain appropriate hazard information.

I. Other actions as required by the New York State's "Right-to-Know" law.

In the event that hazardous materials are brought onto school district property for any reason, the supplier will provide the MSDS for such materials and these will be made available for employee inspection.

After attending a training class, employees will sign forms to verify that they attended the training, received written materials, and understood the district's policy on hazard communication standards. The safety director will provide a copy of same to the Personnel Office for inclusion in the employees' personnel files. Prior to a new chemical hazard being introduced into any section of the school district, each employee of that section will be given information about the potential hazard.

Storage and Use of Hazardous Substances (Continued)
Employee Training for Hazardous Substances, Subsection 3526.3 (Continued)

Periodically, employees are required to perform hazardous non-routine tasks. Prior to starting work on such projects, each affected employee will be given information by a supervisor about hazardous chemicals to which an employee may be exposed.

In the event that an employee comes into contact with unlabeled vessels or containers, the employee should not proceed with the use of these items and should immediately report the hazard to a supervisor.

Contractors Working on School Sites
Subsection 3526.4

It is the responsibility of the assistant superintendent for business to provide private contractors assigned to do work in the district with the following information:

A. Hazardous chemicals to which the contractor's employees may be exposed while on the job site.

B. Precautions the contractor's employees may take to lessen the possibility of exposure to hazards.

The assistant superintendent for business will inform the contractor before work is started in the school district to disseminate information concerning chemical hazards that the contractor is bringing to the school district.

Policy Adopted:
June 20, 1988

Policy Revised:
August 22, 1988

Policy Revised:
March 19, 1990

Policy Revised:
December 16, 1991

Policy Reviewed:
February 7, 2000

PESTICIDES AND PEST MANAGEMENT

It is the goal of the Board of Education to maintain the integrity of school buildings and grounds, protect the health and safety of students and staff and maintain a productive learning environment.

The Board recognizes that pests can pose a significant risk to health and property and there may be significant risks inherent in using chemical pesticides in the school environment. Pesticides will not be used on District playgrounds, turf, athletic, or playing fields, unless there is an emergency. Emergencies will be handled in accordance with applicable law and regulation.

Provisions will be made for a least toxic approach to integrated pest management (IPM) for all school buildings and grounds in accordance with the Commissioner's regulations. Integrated pest management is a systematic approach to managing pests focusing on long term prevention or suppression with minimal impact on human health, the environment, and non-targeted organisms.

Notification of Pesticide Application

All District staff and parents/guardians will be notified of pesticide applications performed at any school facility. A notice will be sent at the beginning of the school year and the beginning of any summer session in which children and staff are present in District buildings, whether for enrichment or remedial reasons. These notices (see Exhibit A – attached) will include:

1. Notification that pesticide products may be used periodically throughout the school year.

2. The availability of 48-hour prior written notification of pesticide applications to parents and staff who request such notice.

3. Instructions on how to register with the school to receive this prior written notification.

4. The name and number of the school representative who can provide further information.

The District will maintain a list of those individuals requesting 48 hour written notice and provide the appropriate notice (see Exhibit B – attached) when required. In addition, the District will post a copy of the notice in a public location at the relevant school.

Separate notices will be sent to staff and parents within two days of the end of winter recess, the end of the spring recess and the end of any summer session, in which children and staff are present in District buildings, whether for enrichment or remedial reasons, and within 10 days of the end of the school year. These notices (see Exhibit C – attached) will include, among other things, the

Pesticides and Pest Management (Continued)

date, location and product used for each pesticide application which required prior notification and each emergency application, during the period of time since the previous notice.

The Superintendent of Schools or his/her designee shall ensure the dissemination of this policy and conduct any training necessary to ensure that all staff are fully informed about pesticides and pest management.

Ref: Environmental Conservation Law, Art. 33
Education Law §§ 409-h, 409-k
6 NYCRR Part 325
8 NYCRR §§ 155.4, 155.24

Adoption date:
August 29, 2016
Reviewed:
August 28, 2017
Revised:
August 27, 2018
Reviewed:
November 25, 2019
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
August 21, 2023
Reviewed:
September 16, 2024

Sample Annual Pesticide Notification Letter

DATE

Dear Parent(s), Guardian(s), and School Staff:

New York State Education Law § 409-h requires all public elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year or summer school session. The Patchogue-Medford School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notice of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- Where a school remains unoccupied for a continuous 72 hours following application of the pesticide;
- Anti-microbial pesticides and products;
- Aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps, and hornets;
- Nonvolatile rodenticides in tamper-resistant bait stations or in areas inaccessible to children;
- Silica gels and other nonvolatile ready-to-use paste, foam, and gel formulations of insecticide in areas inaccessible to children;
- Nonvolatile insecticidal baits in tamper resistant bait stations or in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- A product designated by the US Environmental Protection Agency (EPA) as a biopesticide;
- A product classified by the EPA as an exempt material under 40 CFR 152.25; and
- An emergency application of a pesticide to protect against an imminent threat to human health.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the

Patchogue-Medford School District pesticide representative: Attention: Office of Plants & Facilities, 121 Saxton Street, Patchogue, NY 11772, or via email at facilities-info@pmschools.org. Please feel free to contact the office of Plants & Facilities for further information on these requirements.

Sincerely,

_____
Superintendent of Schools

Patchogue-Medford School District Request for Pesticide Application Notification		
School Building:		
Name:	Address:	
Day Phone:	Evening Phone:	Email Address:

Sample 48-Hour Prior Notification Letter

Must be sent to those individuals who opted into the 48-hour prior notification at least 48 hours prior to pesticide application

DATE

Dear Parent(s), Guardian(s), and School Staff:

Pursuant to New York State Education Law § 409-h, this notice is to inform you of a pending pesticide application to the [name of school] facility. You may wish to discuss with [insert name], the designated school representative, what precautions are being taken to protect you or your child from exposure to these pesticides.

Further information about the product(s) being applied, including any warnings that may appear on the label of the pesticide(s) that are pertinent to the protection of humans, animals, or the environment, can be obtained by calling the National Pesticide Telecommunications Network Information Phone Number at 1-800-858-7378, or the New York State Department of Health Center for Environmental Health Info Line at 1-800-458-1158.

Required Information	Information Details
Application Date	
Application Location	
Product to be Used	
EPA Pesticide Registration Number	

As a reminder, the following pesticide applications are <u>not</u> subject to prior notification requirements;

- Where a school remains unoccupied for a continuous 72 hours following application of the pesticide;
- Anti-microbial pesticides and products;
- Aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps, and hornets;
- Nonvolatile rodenticides in tamper-resistant bait stations or in areas inaccessible to children;
- Silica gels and other nonvolatile ready-to-use paste, foam, and gel formulations of insecticide in areas inaccessible to children;
- Nonvolatile insecticidal baits in tamper resistant bait stations or in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- A product designated by the US Environmental Protection Agency (EPA) as a biopesticide;
- A product classified by the EPA as an exempt material under 40 CFR 152.25; and
- An emergency application of a pesticide to protect against an imminent threat to human health.

Please feel free to contact the Patchogue-Medford School District pesticide representative: Office of Plants & Facilities, 121 Saxton Street, Patchogue, NY 11772, or via email at facilities-info@pmschools.org. Please feel free to contact the office of Plants & Facilities for further information on these requirements, including information on products that are scheduled to be applied in this school.

Sincerely,

_____

Superintendent of Schools

Sample Periodic Follow-Up Notification Letter

Must be sent within ten days of the end of school year, within two school days of end of winter recess, within two school days of end of spring recess unless the District does not use any pesticide products other than the exempt products listed in annual notification

DATE

Dear Parent(s), Guardian(s), and School Staff:

New York State Education Law § 409-h requires all public elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year or summer school session. The following pesticide applications took place in the [name of school] from [date to date – depending on when you are sending this].

Date of Application	Location of Application	Product Used

As a reminder, the following pesticide applications are not subject to prior notification requirements:

- Where a school remains unoccupied for a continuous 72 hours following application of the pesticide;
- Anti-microbial pesticides and products;
- Aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps, and hornets;
- Nonvolatile rodenticides in tamper-resistant bait stations or in areas inaccessible to children;
- Silica gels and other nonvolatile ready-to-use paste, foam, and gel formulations of insecticide in areas inaccessible to children;

- Nonvolatile insecticidal baits in tamper resistant bait stations or in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- A product designated by the US Environmental Protection Agency (EPA) as a biopesticide;
- A product classified by the EPA as an exempt material under 40 CFR 152.25; and
- An emergency application of a pesticide to protect against an imminent threat to human health.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the Patchogue-Medford School District pesticide representative: Attention: Office of Plants & Facilities, 121 Saxton Street, Patchogue, NY 11772, or via email at facilities-info@pmschools.org. Please feel free to contact the office of Plants & Facilities for further information on these requirements.

Sincerely,

_____
Superintendent of Schools

Patchogue-Medford School District Request for Pesticide Application Notification		
School Building(s):		
Name:	Address:	
Day Phone:	Evening Phone:	Email Address:

CARBON MONOXIDE DETECTION AND RESPONSE

All new and existing District buildings that have appliances, devices, or systems that may emit carbon monoxide (carbon monoxide sources), and all attached garages, must have a means of detecting carbon monoxide. Carbon monoxide sources include but are not limited to: fuel fired furnaces; fuel fired burners; space heaters with pilot lights or open flames; kerosene heaters; wood stoves; fireplaces; and ovens, dryers, water heaters, and refrigerators that use gas or liquid fuel.

Alarms will be placed in every classroom containing a carbon monoxide source in the space and every classroom adjacent to a garage. Alarms will also be placed in every non-classroom space containing a carbon monoxide source in the space, and outside every non-classroom space containing a carbon monoxide source in the space at a location that maximizes detection of and notification of the building occupants. Alarms will also be placed in either all spaces served by a carbon monoxide-producing heating/ventilating/air conditioning (HVAC) system or alternately two interconnected alarms (one in the first space served by the carbon monoxide-producing HVAC system, and the second located in an approved location, such as the corridor in the vicinity of the area served by the HVAC system or a main office area, so as to result in fastest notification of the occupants).

The District's building-level emergency response plans shall include protocols in response to carbon monoxide alarms or detection. Alarm or detection of carbon monoxide will result in the appropriate actions as described by the emergency response plan.

However, the following sequential response actions shall serve as standard operating procedure:

1. Upon the discovery of an activated carbon monoxide alarm in a facility, the fire and smoke alarm system will automatically be activated. Begin evacuation just as you would for a fire related emergency in accordance with established emergency evacuation plans.
2. The local fire and emergency services will automatically be notified by the fire alarm system.
3. Initiate accountability procedure to determine if any staff, students, or visitors are injured or missing.
4. Upon their arrival, advise the fire department of the situation. Assist the fire department incident command with activities related to the incident, such as accountability of building occupants, building plans (maps with building layout), locations of utilities shut down, etc.
5. Resume, curtail or cease building operation, as advised by fire department officials. They will determine if and when occupants may enter the building as well as whether the full building is safe to occupy or if any section(s) must remain closed off. Notify staff, students and parents.

Carbon Monoxide Detection and Response (Continued)

6. Determine source of the emissions responsible for causing alarm activation and facilitate repairs to correct the situation immediately.

Ref: 19 NYCRR § 1228.4

Adopted:
December 19, 2016
Reviewed:
October 23, 2023
Revised:
May 13, 2024

TRANSPORTATION PHILOSOPHY

Pupil transportation is a major support function of the educational process. It requires special attention so that the greatest benefit will accrue to the school district from the dollars expended. It is important to set forth the major objectives which serve as a guide in the management of the pupil transportation program. These objectives include the following:

1. To furnish transportation to those pupils whose health or distance from school makes the service essential.

2. To provide the safest possible transportation.

3. To operate the transportation program efficiently and economically.

4. To adapt transportation to the requirements of the instructional program.

5. To maintain conditions on the buses which are conducive to the best interest of the pupils, including mental, moral, social, emotional, and physical considerations.

6. To promote a sympathetic public understanding of the entire transportation program, including safety, adequacy, efficiency and standards of service.

7. To comply with all laws, regulations and mandates.

Types of Transportation
Section 3545.1

In meeting and carrying out the above objectives, it will be necessary to provide the following types of transportation:

1. Regular transportation for public, private, parochial, and students with identified special needs (i.e. handicapping conditions) necessary to transport such students to and from school.

2. Field trips for public school students, which are of an instructional nature, organized and supervised by a member of the instructional staff, which are conducted during the normal school day, evenings, weekends, or holidays.

3. Extracurricular transportation of a non-instructional nature for events which are conducted after normal school hours, during weekends or holidays.

4. Remedial transportation for students who are receiving instructional assistance before, during, or after normal school hours.

Transportation Philosophy (Continued)
Types of Transportation, Section 3545.1 (Continued)

5. Transportation on Saturdays, Sundays, Holidays or During Summer Recess

   a. Transportation on Saturdays, Sundays, and Holidays - Transportation shall be provided on Saturdays, Sundays and holidays for resident, district public school pupils who are participating in approved school district programs which are under the supervision of certified instructional staff members.

      Transportation to private or parochial schools, and schools for students with identified special needs (i.e. handicapping conditions), on these days shall be provided only as required by law.

   b. Transportation During Summer Recess - Transportation funded by the general fund shall not be provided during the summer months unless specifically authorized by resolution of the Board of Education.

Routing
Section 3545.2

Bus routes shall be established under the direction of the superintendent of schools. Bus routes shall be reviewed annually and adjusted as necessary by the transportation supervisor or designee to minimize costs and maximize efficiency.

1. Limitations

   Bus routes will be established so that no pupil spends more than sixty (60) minutes on a bus from the time of loading to the time of discharge. Excepted from this policy will be pupils who attend school outside of the district boundaries.

   Authorized bus stops will be located at convenient intervals in places where pupils may be loaded and unloaded, may cross highways, and may await the arrival of buses with the utmost safety allowed by road conditions. No pupil being transported will be required to cross the following more heavily traveled highways: Sunrise Highway, Woodside Avenue, Suffolk County Road/Route 83, Route 112/Medford Avenue, and Patchogue-Yaphank Road. All loading and unloading along the aforementioned highways will be accomplished at the pupil's residence-side of the street.

2. Fixed Stops

   Fixed bus stops shall be established using the following guidelines:

Transportation Philosophy (Continued)
Routing, Section 3545.2 (Continued)

a. Whenever possible, dead-end and loop streets shall not be serviced by school buses. Whenever possible, stops will be at the intersection of two (2) streets.

b. In an effort to reduce traffic tie-ups, it shall be the practice, whenever possible, to have pickup points on lesser traveled roads, rather than major thoroughfares.

c. Numbers of pupils at bus stops will be varied according to the concentration of riders in an area, the degree of traffic, the presence of stop signs, speed limits, and bus turn-around requirements.

d. A maximum of thirty (30) pupils at a stop shall be considered an acceptable limit. Fifteen to twenty (15-20) pupils will be the usual number scheduled at any one point.

e. Walking distances to pick up points may be varied according to grade level. Grade levels K-5 shall not be required to walk distances in excess of one-half (1/2) mile; Grades 6-8 shall not be required to walk distances in excess of one (1) mile; and Grades 9-12 shall not be required to walk distances in excess of one and one-half (1-1/2) miles.

3. Side Roads

Transportation shall not be provided on streets that are not maintained by town, village, county, or state highway departments.

4. Turnarounds

Turnarounds will not be established unless adequate space is available and this space is properly maintained by village, town, county, or state highway departments.

Mileage Limitations for Resident Pupils
Section 3545.3

As authorized by the eligible voters of the school district in a public referendum, school bus transportation shall be provided for all resident pupils to public and private schools they regularly attend as follows:

1. Kindergarten through Grade five pupils must reside more than one-half (1/2) mile from the school of attendance to be eligible for transportation.

2. Grades six, seven, and eight pupils must reside more than one (1) mile from the school of attendance to be eligible for transportation.

Transportation Philosophy (Continued)
Mileage Limitations for Resident Pupils, Section 3545.3

3. Grades nine, ten, eleven and twelve pupils must reside more than one and one-half (1-1/2) miles from the school of attendance to be eligible for transportation.

4. Private school pupils shall observe the transportation limits cited for the above three (3) grade level groupings. In addition, the school of attendance shall not be more than fifteen (15) miles distant from the pupil's residence.

Qualifying Distance Measurements
Section 3545.4

To determine the eligibility of resident pupils for transportation to schools they regularly attend as provided in Section 3545.3 of this policy, the following procedure shall be observed to measure distances:

1. The route shall be over paved roads which are maintained by a village, town, county, or state government.

2. The route shall be the shortest possible alternative between the pupil's residence and the school of attendance.

3. The superintendent of schools or designee shall have the authority to determine the exact distance between the residence and school for which the superintendent of schools or designee may rely upon odometer readings of official school district vehicles, or mileage calculated by computer program.

4. The starting point shall be the point on the pupil's residential property line which is directly opposite the main entrance of the house. The stopping point shall be the entrance of the school of attendance which has been designated by the principal as the main driveway entrance for pupils attending on a daily basis.

Policy Adopted:
April 21, 1980
Policy Revised:
December 17, 1990
Policy Revised:
January 11, 2010
Policy Revised:
December 15, 2014
Policy Revised:
October 24, 2016
Policy Revised:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Reviewed:
August 24, 2020

Transportation Philosophy (Continued)

Policy Revised:
December 20, 2021
Policy Revised:
October 24, 2022
Policy Revised:
October 23, 2023
Policy Reviewed:
October 28, 2024

TRANSPORTATION PHILOSOPHY

ADMINISTRATIVE REGULATIONS

I. Superintendent's Responsibility

The responsibility for administering the transportation program rests with the superintendent of schools, who will adhere to all applicable laws, regulations, and policies established by federal, state, and local authorities. It is recognized that the superintendent of schools will delegate this authority, in part, to the transportation supervisor or designee who reports to the assistant superintendent for business or designee.

The transportation supervisor or designee shall report to the assistant superintendent for business or designee for the following:

A. Recommending bus routes.

B. Assigning bus drivers.

C. Arranging for, recording, and reporting bus drivers' overtime.

D. Arranging transportation for special trips, such as outdoor education, recreational programs, educational trips, routes for children with special needs (i.e. handicapping conditions), BOCES, and private schools.

E. Arranging for special transportation for students attending schools in other districts.

F. Planning and arranging for preventative maintenance on vehicles.

G. Reviewing and approving payment of bills for maintenance, special transportation, and overtime.

H. Maintaining a continuous analysis of transportation costs and providing reports as requested.

I. Assisting in the preparation of transportation contracts and New York State Education Department reports.

J. Assisting in school bus driver personnel management.

K. Assisting in the transportation budgeting process.

L. Keeping accurate records of the number of pupils transported at public expense.

Transportation Philosophy Administrative Regulations (Continued)

II. Principal's Responsibility

Each school principal is responsible for the following:

A. Requiring that regular classroom instruction and pertinent safety regulations, as provided by law, are given to all pupils.

B. Providing adequate supervision at bus loading and unloading zones at the school; bus riders should not be permitted to move toward the bus at school loading zones until the bus has been brought to a full stop; pupils should line up behind the curb line or safety line and take their turn when entering the bus in an orderly manner.

C. Requiring that the pupil behavior expected in the classroom is practiced on the school bus.

D. Taking prompt action concerning all behavior problems and completing a bus conduct report.

E. Enforcing safe traffic regulations on the school site.

F. Reporting, in writing, any overcrowding or other unsafe conditions or practice relating to the transportation program to the assistant superintendent for business, or designee.

G. Informing parents and children of the necessity of following safety rules and regulations.

H. Requiring that pupils ride their assigned school bus and do not board a bus going to any destination other than their home or an assigned activity. The building principal must obtain written permission from the transportation supervisor or designee and the assistant superintendent for business or designee to alter this requirement.

I. Maintaining logs (arrivals and departures).

III. Parents' Responsibility

Parents have an important role to play in the safe and efficient operation of the school district's transportation system. If the system is to function effectively, parents must assume an obligation to the program and to the people responsible for its operation.

Transportation Philosophy Administrative Regulations (Continued)
III. Parents' Responsibility (Continued)

Parents are obligated to have their children report to the proper bus stop on time and properly clothed for the weather.

Parents are invited to make written suggestion to school authorities for improvement of the student transportation program. The building principal is the direct contact for parents. Communication(s) received shall be forwarded to the Transportation Department.

Parents should insist on the good behavior of their children at bus stops and on the bus so that drivers may concentrate on safely driving the bus.

IV. **Students' Responsibility**

A. **Waiting for the Bus**

1. Students shall be on time but should not arrive at the stop earlier than ten minutes before expected bus arrival.

2. Students shall not allow children who are not riding the bus to accompany them to the bus stop.

3. Students must observe the following safety precautions while waiting for the bus:

   - Do not play in the roads.

   - Whenever you must cross a street, look both ways and cross only if you are sure that no moving vehicles are approaching from either direction.

   - Do not push, pull or chase other persons.

   - Avoid trespassing on private property and being noisy.

   - Respect the property of others.

4. As the bus approaches, students must line up off the highway, and shall not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others who are waiting in line.

B. Loading the Bus

1. Students shall get on their bus quickly and be seated at once.

Transportation Philosophy Administrative Regulations (Continued)
IV. Students' Responsibility (Continued)

B. **Loading the Bus (Continued)**

2. If seats are not available, the students shall proceed toward the rear of the bus, to find an available seat. Standees are not permitted while the bus is in motion. Bus drivers will notify the building principal if this condition exists. The principal will notify the transportation supervisor or designee who will work with the principal to correct the overcrowded condition.

3. Students shall listen carefully and obey the directions issued by the driver.

C. Riding the Bus

1. Students shall not eat food on the bus.

2. Students shall not throw anything on the bus.

3. Students shall avoid extending their arms or any other parts of their body out of the windows.

4. Seats shall not be changed while the bus is moving.

5. Shouting and other excessive noise that may lead to a serious accident shall be avoided.

6. Students shall help keep the bus clean and sanitary.

7. Students shall be courteous to other riders.

8. Students shall listen carefully and obey the directions issued by the driver.

9. Students shall remain on the bus until its arrival at the school or bus stop.

10. Students will be allowed to disembark from the bus in the afternoon prior to arriving at the authorized bus stop only upon written authorization by the school principal.

11. Pupils transported in a school bus are under the authority of and directly responsible to the driver of the bus.

Transportation Philosophy Administrative Regulations (Continued)
IV. Students' Responsibility (Continued)

C. **Riding the Bus (Continued)**

12. Students will not bring on the bus objects, backpacks, rolling cases, etc. that do not fit on the student's lap.

13. No school bus may stop or load or discharge pupils except at stops designated by the superintendent of schools or designee.

14. Smoking is prohibited.

15. No intoxicating or narcotic substance may be consumed or transported.

16. No animals may be transported.

17. No weapons or dangerous implements may be transported.

18. No persons may be allowed to occupy a position on a school bus that interferes with the vision of the driver.

19. Pupils who leave the bus last are to occupy seats in the rear of the bus.

D. **Unloading the Bus**

1. Students shall not leave their seat until the bus has come to a complete stop and the driver has opened the door.

2. Directions issued by the driver are to be obeyed.

3. Pupils shall leave the bus quickly but in a courteous manner without pushing other pupils.

4. If students must cross a street as they leave the school bus, they must walk in front of the bus (never in back) at a distance of at least ten feet from the bus. If students get too close to the front of the bus, the driver will not be able to see them.

5. Again, all students shall be sure to observe all safety precautions as they travel from their bus stop to their home.

Transportation Philosophy Administrative Regulations (Continued)

V. Supervision and Discipline

All pupils must behave appropriately as passengers on a school bus. Clearly understood and well-enforced rules are necessary for the successful management of pupils who ride school buses.

Misbehavior problems on the buses will be managed as follows:

A. First Offense

The bus driver will correct discipline problems by asking the pupil to observe proper behavior and, if necessary, by assigning seats.

B. Second Offense

After more than one verbal warning has been given to the pupil by the driver, the "Conduct Report" (Exhibit "A") must be completed and sent to the school principal. At this point, the principal may notify the parents of the complaint if deemed necessary. The action which has been taken by the principal will be noted on the report and a copy will be sent to the bus company. Other copies will be retained by the school principal and by the transportation supervisor or designee.

C. Third Offense

For the third offense, the "Conduct Report" will once again be completed and sent to the school principal indicating that severe discipline is recommended as a result of these multiple offenses. Upon receiving this report, the principal will contact the parents in writing. If the pupil is suspended, a conference with the parents will be held. The action which has been taken by the principal will be noted on this report, a copy of which will be sent to the bus company and the transportation supervisor or designee. Another copy will be retained by the principal.

D. Fourth Offense

For a fourth offense, another "Chronic or Severe Bus Discipline Report" will be completed and sent to the principal. After this report is received, the pupil will be suspended from riding the bus and a conference will be held with the parents. A hearing on the matter may be held by the superintendent of schools, or designee, in which case suspension from bus services may result. The action taken by the principal and the superintendent of schools, or designee will be noted on this report, a copy of which will be sent to the bus company, the principal, and the transportation supervisor, or designee.

Suspension from bus riding privileges may be short term (five days or less) or long term (beyond five days) if action is taken by the superintendent of schools.

Transportation Philosophy Administrative Regulations (Continued)
V. Supervision and Discipline (Continued)

E. **Short-Term Suspension**

Short-term suspensions may be imposed by the school principal or the superintendent of schools, or designee. No other employee may impose a short-term suspension.

F. **Long-Term Suspension**

A long-term suspension is any suspension from transportation service in excess of five (5) days. Because it is obviously more serious than the short-term suspension, a student is given significantly greater procedural safeguards.

1. Only the superintendent of schools, or designee, may suspend for more than five (5) days.

2. An opportunity for a full hearing must be given.

3. The hearing itself is quasi-judicial in nature. Pupils suspended under long-term conditions shall be afforded the rights and privileges stated in school district policy.

VI. **Emergency Procedures**

In spite of precautions, the possibility of an accident cannot be entirely eliminated. In the event of an accident, the following procedures are to be followed:

A. **Vehicular Damage Only**

1. The driver will turn off the ignition and set out reflectors at once.

2. Students are to remain seated and observe a strict code of behavior.

3. For District owned buses, the driver will notify the transportation office, who will, in turn, call 911, the school principal, the superintendent's office, and the business office. For contracted transportation, the driver will notify the contractor, who will in turn call 911 and the transportation office. The transportation office will notify the principal, superintendent's office and the business office.

Transportation Philosophy Administrative Regulations (Continued)
VI. Emergency Procedures (Continued)

B. Vehicular Damage and Bodily Injury

1. Complete steps 1 through 3 above.

2. Render first aid to those in need of same.

3. If the driver is unable to give directions, students must follow practiced safety procedures.

4. The bus driver should have a list of the name and address of every student on the bus.

C. **Administrative Responsibility During an Accident**

1. If available, a school nurse will be dispatched to the accident involving personal injury. The school nurse will make a visual assessment and report same to the principal.

2. If needed, the building principal or his/her designee will go to the scene.

3. Upon returning to the school, the school principal will arrange to have parents called in order to notify them of the reason for delay in returning home.

4. If needed, another vehicle will be dispatched to complete the route.

5. The transportation office will notify the superintendent of schools. The staff in the principal's office will remain in the building until the emergency situation is resolved. One appropriate staff member will be dispatched to the hospital.

6. Radio communications will be established between the various mobile units. Communications headquarters will remain at the transportation office.

D. **Student Medical Records**

The school principal shall provide the hospital with the names of students who have a medical history of seizures, bee sting or other allergies, diabetes, etc.

Transportation Philosophy Administrative Regulations (Continued)

VII. Vehicles

A. Vehicle Maintenance

A preventative maintenance program for inspection, service, and correction shall be operated for the purpose of preventing breakdowns, lowering operating costs, providing more dependable service, and longer vehicle life.

Each vehicle will be carefully inspected once per each three thousand (3,000) miles. The three thousand-mile inspection will include all items on, but not limited to, the form found in "Exhibit B" (attached). This inspection record shall be maintained until the vehicle is removed from service.

B. Safety

Good safety habits are as important as a good preventative maintenance program in prolonging the life of all vehicles, improving their crash worthiness, and insuring the safety of the occupants. With this in mind, the following is required of each driver prior to each departure before loading pupils:

1. Visual check of the tires.

2. Inspection of the brakes, horn, lights, signaling devices and windshield wipers.

3. All instrument gauges shall be scrutinized, particularly to determine that the generator or alternator is changing and that the proper oil pressure is indicated.

4. Windows, mirrors, and the interior of each vehicle will be inspected prior to each departure. The driver shall be responsible for maintaining the interior in a clean and sanitary condition.

C. Vehicle Replacement

Vehicle safety and efficiency of operation are paramount to the successful operation of a pupil transportation system. With this in mind, the following considerations will be observed:

1. Those vehicles reaching 100,000 miles or ten (10) years old will be recommended by transportation supervisor or designee via memo to the business office for replacement.

Transportation Philosophy Administrative Regulations (Continued)

VII. Vehicles (Continued)

C. Vehicle Replacement (Continued)

2. Those vehicles for which parts are difficult or impossible to obtain will be recommended for replacement.

3. Those vehicles which are experiencing structural or body deterioration and are no longer safe to transport pupils will be recommended for removal from service.

VIII. **Accounting**

A. **Accounting for Pupils**

The following is a list of essential information which shall be maintained relative to all students:

1. A listing of all pupils transported on each bus, with scheduled time for loading and unloading on each trip.

2. The change of status of any pupil during the academic year.

3. All necessary pupil information for filing state transportation reports.

B. Accounting - Financial

1. Annual records of total mileage will be kept for each bus, separated into the following categories:

   a. Daily trips to and from school

   b. Field trips

   c. Extracurricular trips

   d. Trips for students with special needs (i.e. handicapping conditions)

   e. Remedial trips

   f. Other

2. Financial records will be maintained for all transportation expenditures.

Transportation Philosophy Administrative Regulations (Continued)
VIII. Accounting (Continued)

B. **Accounting - Financial (Continued)**

3. Account codes will be maintained for each of the following expenditures:

a. Driver wages

b. Equipment

c. Parts

d. Gasoline

e. Oil, lubricants and antifreeze

f. Tires and chains

g. Liability and property damage insurance

h. Equipment repair

IX. Insurance

Insurance coverage will be reviewed by the District with the District's current insurance company.

X. Personnel Authorized to Transport Students

A. Bus Drivers

Only employees who have the appropriate operator license for the vehicle being operated, and who have complied with Regulations of the New York State Department of Motor Vehicles, the New York State Commissioner of Education and all other applicable laws and regulations, may drive pupils to and from home on regularly scheduled routes.

Regulations Adopted:
April 21, 1980
Regulations Revised:
December 17, 1990
January 22, 2001
January 11, 2010
December 15, 2014
Regulations Reviewed:
October 24, 2016
Regulations Reviewed:
August 28, 2017
Regulations Revised:
August 27, 2018
Regulations Reviewed:
August 24, 2020

Transportation Philosophy Administrative Regulations (Continued)

Regulations Revised:
December 20, 2021
Regulations Revised:
October 24, 2022
Regulations Revised:
October 23, 2023
Regulations Reviewed:
October 28, 2024

SUSPENDED INDEFINITELY

FREE AND REDUCED PRICE MEALS

It is the philosophical position of the Patchogue-Medford Board of Education that no child can be properly educated unless the child is properly nourished; that the establishment of good nutritional habits is to be considered an integral part of the educational curriculum for this school district; and, therefore, that every child attending one of the Patchogue-Medford Schools is entitled to breakfast and lunch each school day.

While some parents or guardians of children are capable of reimbursing the school district for the cost of such meals, it is recognized and understood that others are unable to pay this cost.

In order to provide for equitable treatment of all pupils, the following criteria shall be used to ascertain those who are eligible for free or reduced priced breakfasts and lunches:

a. Children receiving assistance under the Aid to Dependent Children (ADC) Program of the Department of Social Services;

b. The level of family income from all public and private sources with relation to the number of individuals in the family and the number of children in the family;

c. Children from families who are experiencing unemployment which causes their current family income to fall within the family eligibility criteria for free and reduced price meals and free milk;

d. Extenuating circumstances causing unusual financial burden.

All school authorities shall take such actions as are necessary to assure that no overt act shall identify children receiving free or reduced priced meals. All reasonable efforts will be taken to protect the anonymity of these children.

1. **Eligibility Standards**

Eligibility standards shall be established by the Board of Education on an annual basis.

2. **Request Procedures**

Requests for free or reduced priced breakfasts and lunches shall be submitted in the following manner:

SUSPENDED INDEFINITELY

Free and Reduced Price Meals (Continued)
2. Request Procedures (Continued)

a. An application will be made available on-line (under the "Food Services" tab) on or about the beginning of each academic year to the parents of children attending each school. The application shall contain complete information on (1) eligibility standards, including all criteria, with respect to free breakfasts and lunches; (2) how a family may make application for free or reduced priced meals for its children; and (3) how a family may appeal the decision of the Food Service Director with respect to such application form. When a child enrolls in school after the beginning of the academic year, the application shall be distributed to the child's parents at the time of registration.

b. Parents or guardians who feel they are eligible under the terms shall request free or reduced priced meals on an annual basis using an application provided by the school district. The application will require an indication of the reasons for this request.

c. Although applications will be made available to all families with children attending all schools, when one child from a family is judged eligible for free meals, the eligibility shall apply to all children from that family.

d. The Food Services Supervisor shall verify the eligibility as required by the State of New York Education Department.

e. A procedure shall be implemented for collecting money for their meals which prevents overt services (refer to Policy #3546.2). Identification and accounts at the point of service for free and reduced meals has been established. This procedure is used so that no other child in the school will consciously be made aware, by such procedure, of the identity of the children receiving reduced price or free meals (refer to Policy #3546.3).

f. If a child transfers from one school to another school, the child's eligibility for free or reduced priced meals, if previously established, shall be transferred to, and honored by, the receiving school without additional investigation.

3. **Public Notice**

Public notice of these procedures shall include, but not be limited to, the following actions:

SUSPENDED INDEFINITELY

Free and Reduced Price Meals (Continued)

3. Public Notice (Continued)

a. A letter shall be distributed on or about the beginning of each academic year, to the parents of children attending each school. Such letter shall contain complete information as to the location(s) of the Free and Reduced price lunch application which will include (1) eligibility standards, including all criteria, with respect to free or reduced priced meals; (2) application procedures for free or reduced priced meals; and (3) procedures for appealing any decisions with respect to such application. This application shall be distributed to the parents of any child enrolling in school after the beginning of the academic year at the time of registration.

b. A public release containing (1) eligibility standards, including all criteria, with respect to free and reduced meals: (2) application procedures for free and reduced priced meals; and (3) procedures for appealing any decisions with respect to such application shall be made available to the informational media, local unemployment offices, major employers contemplating or experiencing large layoffs, and minority and local parent-teacher organizations on or about the beginning of each academic year, and anytime thereafter, if there is a change in the policy, and may be obtained by any interested party at the Food Services Supervisor's Office, Patchogue-Medford High School, 181 Buffalo Avenue, Medford, NY 11763, and on the District's website.

c. Copies of the public release shall be made available to any interested party. Any subsequent changes in the school district eligibility standards shall be publicly announced in the same manner as the original standards were announced.

4. **Maintenance of Records**

Adequate records of breakfasts and lunches served, cash receipts, and the number of free and reduced priced breakfasts and lunches served at each location will be maintained on a daily basis by the of Food Services Supervisor. An annual report will be made to the Superintendent of Schools and the Board of Education.

5. Review Procedures

Any decision of the Food Services Supervisor regarding free meals may be reviewed by the District's hearing official, as appointed by the Board of Education or the Superintendent of Schools. This hearing will be held within the spirit of this policy, i.e., that the program of free and reduced priced meals is intended to include all of the needy, not to exclude them.

SUSPENDED INDEFINITELY

Free and Reduced Price Meals (Continued)
5. Review Procedures (Continued)

Such hearing procedures shall provide:

a. A simple publicly announced method for making an oral or written request for a hearing.

b. An opportunity for the family to be assisted or represented by an attorney or other person in presenting its appeal.

c. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.

d. That the hearing shall be held with reasonable promptness and convenience to the family and that adequate notice shall be given to the family as to the time and place of the hearing.

e. An opportunity for the family to present oral or documentary evidence and arguments supporting its position without undue interference.

f. An opportunity for the family to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.

g. That the hearing shall be conducted and the decision made by a hearing official who did not participate in making the decision under appeal or any previous conference.

h. That the decision of the hearing official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.

i. That the parties concerned and any designated representative shall be notified in writing of the decision of the hearing official.

j. That a written record shall be prepared with respect to each hearing, which shall include the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official, including the reasons therefore, and a copy of the notification to the parties concerned of the decision of the hearing official.

k. That such written record of each hearing shall be preserved for a period of three (3) years plus the current year, and shall be available for examination by the parties concerned or its representative at any reasonable time and place during such period.

This hearing procedure shall be followed whenever a school food official challenges the continued eligibility of any child for a free or reduced priced meal. During the pendency of the challenge, the child shall continue to receive the free

SUSPENDED INDEFINITELY

Free and Reduced Price Meals (Continued)
5. Review Procedures (Continued)

or reduced priced meals to which the child is entitled under the eligibility standards announced by the school food authority based upon the information supplied in the application made by the family.

6. **Nondiscrimination Practices**

The school food authorities of each of the Patchogue-Medford Schools shall take such actions as are necessary to assure that the names of children eligible to receive free meals shall not be published, posted, or announced in any manner and to assure that there shall be no overt identification of any such children by the use of special tokens or tickets, or by any other means.

7. Duration and Amendment of Policy

On occasion, this policy statement shall be submitted to the The New York State Education Department Child Nutrition Program Administration Department for review to assure full compliance with the provisions of the National School Breakfast and Lunch Programs. No alterations or amendments to the eligibility standards set forth in this policy may be made without advance approval of The New York State Education Department Child Nutrition Program Administration Department.

SUSPENDED INDEFINITELY

Policy Adopted:
January 20, 1970
Policy Revised:
August 28, 1973
Policy Revised:
February 9, 1976
Policy Revised:
September 20, 1976
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August 14, 1977
Policy Revised:
November 20, 1978
Policy Revised:
December 16, 1991
Policy Revised:
October 23, 2000
Policy Reviewed:
August 26, 2013

Free and Reduced Price Meals (Continued)

Policy Revised:
October 20, 2014
Policy Revised:
August 24, 2015
Policy Reviewed:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
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August 23, 2021
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August 29, 2022
Policy Revised:
August 21, 2023
Suspended Indefinitely:
September 16, 2024

SUSPENDED INDEFINITELY

FREE AND REDUCED PRICE MEALS REGULATION

In order to implement the Board's policy regarding free and reduced price meals, the District shall follow the guidelines set forth below.

1. Free Meals

   To serve meals at no charge to children from families approved by the school district and whose income is at or below the income levels for free meals listed on the annual income eligibility guidelines, or to children from SNAP households, Aid to Families with Dependent Children Assistance units, or Aid to Dependent Children households that provide a case number.

2. Reduced Price Meals

   To serve breakfast or lunch at a reduced charge, to children from families approved by the school district and whose income is within the range of the annual income eligibility guidelines for reduced price meals.

3. Special Conditions

   To serve free or reduced price meals to foster children in cases where the court or welfare agency is legally responsible for the child and the annual personal income of the child is not above the income for free or reduced price meals of a one-member family.

   To provide free or reduced price meals to those children whose parents or guardians have become unemployed, provided: the loss of income causes the family during the period of unemployment to be within the eligibility criteria.

4. Non-Discrimination

   a) That there will be no physical segregation of, or any other discrimination against, any child because of his inability to pay the full price of the meal. The names of children eligible to receive free or reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means.

   b) That in the operation of child nutrition programs, no child shall be discriminated against because of his or her race, gender or sexual orientation, age, color, national origin, or physical or mental disability.

SUSPENDED INDEFINITELY

Free and Reduce Price Meals Regulation (Continued)
Hearing Procedures (Continued)

5. Hearing Procedures

To establish and use a fair hearing procedure in cases of appeal by parents of the school's decision on applications and in cases where the school official challenges the correctness of information contained in an application or of the continued eligibility of any child for a free or reduced price meal. During appeal, hearing and disposition of the case, the child will receive free or reduced price meals.

To maintain, for a period of three years plus the current year, records of all such appeals, challenges and dispositions.

That in initiating the hearing procedure, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

That the hearing procedure shall provide:

a) a simple publicly announced method for making an oral or written request for a hearing;
b) an opportunity to be assisted or represented by an attorney or other person on presenting its appeal;
c) an opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
d) that the hearing shall be held with reasonable promptness and convenience to the family and that adequate notice shall be given to the family as to the time and place of the hearing;
e) an opportunity for the family to present oral or documentary evidence and arguments supporting its position without undue interference;
f) an opportunity for the family to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses;
g) that the hearing shall be conducted and the decision made by a hearing official who did not participate in making the decision under appeal or in any previous conference;
h) that the decision of the hearing official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record;
i) that the parties concerned and their designated representative shall be

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notified in writing of the decision of the hearing official;

Free and Reduce Price Meals Regulation (Continued)

j) that a written record shall be prepared with respect to each hearing, which shall include: the decision under appeal; any documentary evidence and a summary of any oral testimony presented at the hearing; the decision of the hearing official, including the reasons therefore and a copy of the notification to the parties concerned of the decision of the hearing official; and

k) that such written record of each hearing shall be preserved for a period of three (3) years plus the current year and shall be available for examination by the parties concerned or their representative at any reasonable time and place during such period.

6. Reviewing Official

A reviewing official(s) shall review and make determinations of eligibility using the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals. The official should sign, date and indicate eligibility, determination on each application.

7. Notice to Parents

To send at the beginning of each school year, and whenever there is a change in eligibility criteria, to the parent or guardian of each child, a letter, including a form on which to make application for free or reduced price meals.

8. Applications

To advise parents to complete the application and return it to the reviewing official for eligibility determination.

Such applications and documentation of action taken will be maintained for three years plus the current year after the end of the school year to which they pertain.

To accept applications at any time during the year and to supply applications to any parent enrolling a child in a school for the first time.

To accept the eligibility of a child who transfers from one school to another under the jurisdiction of the school district. Copies of the application and eligibility dates should be retained with the records of both schools.

To inform parents of eligibility determinations. Parents must be notified in writing of the reason(s) for rejection of their application, notification of the right to appeal, instructions on how to appeal, and a reminder to parents that they may reapply for free and reduced price benefits at any time during the school year.

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Free and Reduce Price Meals Regulation (Continued)

9. Verification of Applications

Verify the eligibility of applicant households by *November 15* in accordance with program regulations and annually maintain records as follows: (a) a summary of the verification efforts; (b) the total number of applications on file by *October 1*; (c) the percentage or number of applications verified; and (d) the total number of children represented on those applications selected for verification.

10. Anonymity and Accountability

To establish a procedure to collect money from children who pay for their meals which prevents overt identification, and to account for the number of free and reduced price and full price meals served. The procedure(s) adopted will be used in order that no other child in the school will consciously be made aware, by such procedure, of the identify of the children receiving reduced price meals, free meals.

11. Amendments to Policies

To submit to the State Education Department any alterations or amendments to the governing policy or this regulation, including eligibility criteria, applications, public announcements, etc., for approval prior to implementation. Such changes will be effective following approval by the local regional office. Any and all changes in eligibility criteria shall be publicly announced in the same manner used at the beginning of the school year.

12. Records

To maintain a file of the following records for three years plus the current year after the end of the fiscal year to which they pertain.

a) all applications returned and documentation of action taken;
b) records of all appeals and challenges and their disposition;
c) all notifications of eligibility determinations; and
d) records of all verification efforts and resulting eligibility changes.

13. Public Release

On or about the beginning of the school year, a public release containing the same information supplied to parents and including both free and reduced price eligibility criteria should be provided to the informational media (local newspaper), the local unemployment office and any major employers contemplating large layoffs in the areas from which the school draws its attendance.

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Free and Reduce Price Meals Regulation (Continued)
Administrative Prerogative (Continued)

14. Special Assistance Provisions

Annually, notify parents, distribute and certify applications for free students in schools where at least 80 percent of all enrolled children are eligible for free or reduced price meals. Annually, notify, distribute and certify applications for all other students enrolled in the school. Maintain accountability and recordkeeping requirements as mandated by program regulations for this alternate system.

Adult meals may not be subsidized to any degree from child nutrition funds.

15. Administrative Prerogative

In certain circumstances, when households fail to apply for free or reduced price meals, the nutritional needs of students who are obviously at an economic disadvantage may be addressed by local officials.

Using administrative prerogative, local officials may complete an application for a student known to be eligible if the household had applied. This judgmental option acknowledges the various reasons that a family may fail to apply for free or reduced price meals, such as lack of understanding, fear of authority, alien status, substance abuse, etc.

To exercise this option properly, an application must be completed on behalf of the student, based on the best family size income information available. The source of this information must be noted on the application. Exhaustive prior efforts must be made by the SFA to obtain a completed application from the parent or guardian and efforts must be documented.

The names of all household members, a social security number, or an adult signature need not be secured. Instead, the name of the student, household size, estimated family income, and the administrator's signature must be provided. The household must be notified of the student's approval status for free or reduced price meals. These applications should be excluded from the verification process.

This option must be used judiciously and only after repeated efforts to obtain applications from families have been unsuccessful. It is to be used on an individual basis and not to provide eligibility determinations for large numbers of students. It also may not be used when family income is above the eligibility guidelines, even though the children are not coming to school with a meal or

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money. Family economic status must remain the criterion for administratively making the decision to place the student on free or reduced price meals.

Free and Reduce Price Meals Regulation (Continued)

16. Meal Eligibility for Homeless/Migrant/Runaway Children

The United States Department of Agriculture (USDA) has acknowledged that the number of homeless, migrant, and runaway children has risen considerably in the last few years, and that parents/guardians who are homeless or migrant often fail to return a free meal application, and these children are often not included in the direct certification process. USDA has therefore established the following procedures for all Child Nutrition Programs when an application is not submitted by the household or it is not anticipated that an application will be submitted:

1. The migrant coordinator, homeless liaison, or runaway provider may provide you with a list of eligible children. The list must be dated and signed by the coordinator, liaison, or provider. These children are then directly certified for free meals for the school year. No other documentation is needed. This is the preferred option.

2. The director of the homeless shelter at which the child resides can complete and submit an application for the child.

3. Local level officials may complete an application for a child and approve the child for free meals based solely on their knowledge that the child's address is a homeless shelter or that the child has no known address and is indeed homeless.

17. Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs and Section 504 of the Rehabilitation Act of 1973 require that the children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. To ensure that these children are not denied reasonable access to the programs, the Department of Agriculture's regulations require schools and institutions to make reasonable accommodations, such as providing substitutions in the regular meal patterns, for children who have a disability and whose disability restricts their diet.

Accordingly, meal substitutions must be made for children with disabilities and must be supported by a statement signed by physician licensed health care provider attesting to the need for the substitutions and recommending alternate foods. These meals must be offered at no extra charge. Substitutions may also be made for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs, though schools are not required

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to do so in these instances. Substitutions for non-disabled children must be supported by a statement signed by a recognized medical authority. **Children 3546.1-R**

Free and Reduce Price Meals Regulation (Continued)

with disabilities are not automatically eligible for free meal benefits. Parents must adhere to the same income eligibility criteria and procedures used for all children.

Attachments:

- Parent Letter (English)
- Household Application (English)
- Parent Letter (Spanish)
- Household Application (Spanish)

Revised:
April 25, 2011
Revised:
August 26, 2013
Reviewed:
August 24, 2015
Revised:
August 29, 2016
Reviewed:
August 28, 2017
Revised:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
August 23, 2021
Revised:
August 29, 2022
Reviewed:
August 21, 2023
Suspended Indefinitely
September 16, 2024

SUSPENDED INDEFINITELY

Patchogue-Medford School District

BOARD OF EDUCATION

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Kelli Anne Jennings, First Vice President
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Interim Superintendent of Schools

Daniel Erwin, Supervisor Food Services
181 Buffalo Avenue
Medford, New York 11763
(631) 687-6525
(631) 687-6595 FAX

June 2019

Dear Parent/Guardian:

Children need healthy meals to learn. The Patchogue-Medford School District offers healthy meals every school day. Children from households that meet federal income guidelines (outlined below) are eligible for free meals or reduced price meals. To apply for free or reduced price meals, complete an online application at www.pmschools.schoollunchapp.com or submit a Direct Certification letter from the NYS Office of Temporary and Disability Assistance to the Food Service Department at, 181 Buffalo Avenue, Medford, NY 11763.

1. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: Food Services Department at 181 Buffalo Avenue, Medford, NY 11763.
2. WHO CAN GET FREE MEALS? All children in households receiving benefits from SNAP, the Food Distribution Program on Indian Reservations or TANF, can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.
3. Can foster children get free meals? Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
4. CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS? Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call or e-mail Cindy Alevas, 631-687-6467, calevas@pmschools.org, to see if they qualify.
5. WHO CAN GET REDUCED PRICE MEALS? Your children can get low cost meals if your household income is within the reduced price limits on the Federal Eligibility Income Chart, shown on this application.
6. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS? Please read the letter you got carefully and follow the instructions. Call the school at 631-687-6880 if you have questions.
7. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE? Yes. Your child's application is only good for that school year and for the first 30 days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
8. I GET WIC. CAN MY CHILD(REN) GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out a FREE/REDUCED PRICE MEAL application.
9. WILL THE INFORMATION I GIVE BE CHECKED? Yes and we may also ask you to send written proof.
10. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
11. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: Mr. Frank Mazzie, School Business Administrator, 241 South Ocean Ave. Patchogue NY, 11772 631-687-6330.
12. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
13. WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living

with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.

14. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make $1000 each month, but you missed some work last month and only made $900, put down that you made $1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
15. WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME? If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.
16. MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HER COMBAT PAY COUNTED AS INCOME? No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn't received before she was deployed, combat pay is not counted as income. Contact your school for more information.
17. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for SNAP or other assistance benefits, contact your local assistance office or call 1-800-342-3009.

2019-2020 INCOME ELIGIBILITY GUIDELINES
FOR FREE AND REDUCED PRICE MEALS OR FREE MILK

REDUCED PRICE ELIGIBILITY INCOME CHART

Total Family Size	Annual	Monthly	Twice per Month	Every Two Weeks	Weekly
1	$23,107	$1,926	$936	$889	$445
2	$31,284	$2,607	$1,304	$1,204	$602
3	$39,461	$3,289	$1,645	$1,518	$759
4	$47,638	$3,970	$1,985	$1,833	$917
5	$55,815	$4,652	$2,326	$2,147	$1,074
6	$63,992	$5,333	$2,667	$2,462	$1,231
7	$72,169	$6,015	$3,008	$2,776	$1,388
8	$80,346	$6,696	$3,348	$3,091	$1,546
*Each additional household member add:	$8,177	$682	$341	$315	$158

How to Apply: To get free or reduced price meals for your children you may submit an Eligibility Letter for Free Meals received from the NYS Education Department, OR carefully complete one application for your household and return it to the designated office. If you now receive SNAP, Temporary Assistance to Needy Families (TANF) for any children, or participate in the Food Distribution Program on Indian Reservations (FDPIR), the application must include the children's names, the household SNAP, TANF or FDPIR case number and the signature of an adult household member. All children should be listed on the same application. If you do not list a SNAP, TANF or FDPIR case number for all the children for whom you are applying, the application must include the names of everyone in the household, the amount of income each household member, and how often it is received and where it comes from. It must include the signature of an adult household member and the last four digits of that adult's social security number, or check the box if the adult does not have a social security number. An application that is not complete cannot be approved. Contact your local Department of Social Services for your SNAP or TANF case number or complete the income portion of the application.

Reporting Changes: The benefits that you are approved for at the time of application are effective for the entire school year. You no longer need to report changes for an increase in income or decrease in household size, or if you no longer receive SNAP.

Income Exclusions: The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Meal Service to Children With Disabilities: Federal regulations require schools and institutions to serve meals at no extra charge to children with a disability which may restrict their diet. A student with a disability is defined in 7CFR Part 15b.3 of Federal regulations, as one who has a physical or mental impairment which substantially limits one or more major life activities. Major life activities are defined to include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. You must request the special meals from the school and provide the school with medical certification from a medical doctor. If you believe your child needs substitutions because of a disability, please get in touch with us for further information, as there is specific information that the medical certification must contain.

Confidentiality: The United States Department of Agriculture has approved the release of students names and eligibility status, without parent/guardian consent, to persons directly connected with the administration or enforcement of federal education programs such as Title I and the National Assessment of Educational Progress (NAEP), which are United States Department of Education programs used to determine areas such as the allocation of funds to schools, to evaluate socioeconomic status of the school's attendance area, and to assess educational progress. Information may also be released to State health or State education programs administered by the State agency or local education agency, provided the State or local education agency administers the program, and federal State or local nutrition programs similar to the National School Lunch Program. Additionally, all information contained in the free and reduced price application may be released to persons directly connected with the administration or enforcement of programs authorized under the National School Lunch Act (NSLA) or Child Nutrition Act (CNA); including the National School Lunch and School Breakfast Programs, the Special Milk Program, the Child and Adult Care Food Program, Summer Food Service Program and the Special Supplemental Nutrition Program for Women Infants and Children (WIC); the Comptroller General of the United States for audit purposes, and federal, State or local law enforcement officials investigating alleged violation of the programs under the NSLA or CNA.

Reapplication: You may apply for benefits any time during the school year. Also, if you are not eligible now, but during the school year become unemployed, have a decrease in household income, or an increase in family size you may request and complete an application at that time.

The disclosure of eligibility information not specifically authorized by the NSLA requires a written consent statement from the parent/guardian. We will let you know when your application is approved or denied.

Please Note!!!!!

PAPER APPLICATIONS ARE NOT BEING SENT HOME: WE ENCOURAGE YOU TO SUBMIT AN ONLINE APPLICATION FOR FASTER APPROVAL WHICH CAN BE FOUND ON THE DISTRICT WEBSITE IN THE FOOD SERVICES DROPDOWN MENU, HOWEVER IF YOU DO NOT WISH TO SUBMIT AN APPLICATION ELECTRONICALLY, YOU MAY PICK UP A PAPER APPLICATION AT YOUR CHILD'S SCHOOL.

Sincerely,

Daniel Erwin

Food Service Director

FREE AND REDUCED PRICE MEALS
REGULATION

In order to implement the Board's policy regarding free and reduced price meals, the District shall follow the guidelines set forth below.

1. Free Meals

To serve meals at no charge to children from families approved by the school district and whose income is at or below the income levels for free meals listed on the annual income eligibility guidelines, or to children from SNAP households, Aid to Families with Dependent Children Assistance units, or Aid to Dependent Children households that provide a case number.

2. Reduced Price Meals

To serve breakfast or lunch at a reduced charge, to children from families approved by the school district and whose income is within the range of the annual income eligibility guidelines for reduced price meals.

3. Special Conditions

To serve free or reduced price meals to foster children in cases where the court or welfare agency is legally responsible for the child and the annual personal income of the child is not above the income for free or reduced price meals of a one-member family.

To provide free or reduced price meals to those children whose parents or guardians have become unemployed, provided: the loss of income causes the family during the period of unemployment to be within the eligibility criteria.

4. Non-Discrimination

a) That there will be no physical segregation of, or any other discrimination against, any child because of his inability to pay the full price of the meal. The names of children eligible to receive free or reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means.

b) That in the operation of child nutrition programs, no child shall be discriminated against because of his or her race, gender or sexual orientation, age, color, national origin, or physical or mental disability.

5. Hearing Procedures

To establish and use a fair hearing procedure in cases of appeal by parents of the school's decision on applications and in cases where the school official challenges the correctness of information contained in an application or of the continued eligibility of any child for a free or reduced price meal. During appeal, hearing and disposition of the case, the child will receive free or reduced price meals.

Free and Reduce Price Meals Regulation (Continued)
Hearing Procedures (Continued)

To maintain, for a period of three years plus the current year, records of all such appeals, challenges and dispositions.

That in initiating the hearing procedure, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

That the hearing procedure shall provide:

a) a simple publicly announced method for making an oral or written request for a hearing;
b) an opportunity to be assisted or represented by an attorney or other person on presenting its appeal;
c) an opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
d) that the hearing shall be held with reasonable promptness and convenience to the family and that adequate notice shall be given to the family as to the time and place of the hearing;
e) an opportunity for the family to present oral or documentary evidence and arguments supporting its position without undue interference;
f) an opportunity for the family to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses;
g) that the hearing shall be conducted and the decision made by a hearing official who did not participate in making the decision under appeal or in any previous conference;
h) that the decision of the hearing official shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record;
i) that the parties concerned and their designated representative shall be notified in writing of the decision of the hearing official;
j) that a written record shall be prepared with respect to each hearing, which shall include: the decision under appeal; any documentary evidence and a summary of any oral testimony presented at the hearing; the decision of the hearing official, including the reasons therefore and a copy of the notification to the parties concerned of the decision of the hearing official; and
k) that such written record of each hearing shall be preserved for a period of three (3) years plus the current year and shall be available for examination by the parties concerned or their representative at any reasonable time and place during such period.

Free and Reduce Price Meals Regulation (Continued)

6. Reviewing Official
A reviewing official(s) shall review and make determinations of eligibility using the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals. The official should sign, date and indicate eligibility, determination on each application.

7. Notice to Parents
To send at the beginning of each school year, and whenever there is a change in eligibility criteria, to the parent or guardian of each child, a letter, including a form on which to make application for free or reduced price meals.

8. Applications
To advise parents to complete the application and return it to the reviewing official for eligibility determination.

Such applications and documentation of action taken will be maintained for three years plus the current year after the end of the school year to which they pertain.

To accept applications at any time during the year and to supply applications to any parent enrolling a child in a school for the first time.

To accept the eligibility of a child who transfers from one school to another under the jurisdiction of the school district. Copies of the application and eligibility dates should be retained with the records of both schools.

To inform parents of eligibility determinations. Parents must be notified in writing of the reason(s) for rejection of their application, notification of the right to appeal, instructions on how to appeal, and a reminder to parents that they may reapply for free and reduced price benefits at any time during the school year.

9. Verification of Applications
Verify the eligibility of applicant households by *November 15* in accordance with program regulations and annually maintain records as follows: (a) a summary of the verification efforts; (b) the total number of applications on file by *October 1*; (c) the percentage or number of applications verified; and (d) the total number of children represented on those applications selected for verification.

10. Anonymity and Accountability
To establish a procedure to collect money from children who pay for their meals which prevents overt identification, and to account for the number of free and reduced price and full price meals served. The procedure(s) adopted will be used in order that no other child in the school will consciously be made aware, by such procedure, of the identify of the children receiving reduced price meals, free meals.

Free and Reduce Price Meals Regulation (Continued)

11. Amendments to Policies

To submit to the State Education Department any alterations or amendments to the governing policy or this regulation, including eligibility criteria, applications, public announcements, etc., for approval prior to implementation. Such changes will be effective following approval by the local regional office. Any and all changes in eligibility criteria shall be publicly announced in the same manner used at the beginning of the school year.

12. Records

To maintain a file of the following records for three years plus the current year after the end of the fiscal year to which they pertain.

a) all applications returned and documentation of action taken;
b) records of all appeals and challenges and their disposition;
c) all notifications of eligibility determinations; and
d) records of all verification efforts and resulting eligibility changes.

13. Public Release

On or about the beginning of the school year, a public release containing the same information supplied to parents and including both free and reduced price eligibility criteria should be provided to the informational media (local newspaper), the local unemployment office and any major employers contemplating large layoffs in the areas from which the school draws its attendance.

14. Special Assistance Provisions

Annually, notify parents, distribute and certify applications for free students in schools where at least 80 percent of all enrolled children are eligible for free or reduced price meals. Annually, notify, distribute and certify applications for all other students enrolled in the school. Maintain accountability and recordkeeping requirements as mandated by program regulations for this alternate system.

Adult meals may not be subsidized to any degree from child nutrition funds.

15. Administrative Prerogative

In certain circumstances, when households fail to apply for free or reduced price meals, the nutritional needs of students who are obviously at an economic disadvantage may be addressed by local officials.

Using administrative prerogative, local officials may complete an application for a student known to be eligible if the household had applied. This judgmental option acknowledges the various reasons that a family may fail to apply for free or reduced price meals, such as lack of understanding, fear of authority, alien status, substance abuse, etc.

Free and Reduce Price Meals Regulation (Continued)
Administrative Prerogative (Continued)

To exercise this option properly, an application must be completed on behalf of the student, based on the best family size income information available. The source of this information must be noted on the application. Exhaustive prior efforts must be made by the SFA to obtain a completed application from the parent or guardian and efforts must be documented.

The names of all household members, a social security number, or an adult signature need not be secured. Instead, the name of the student, household size, estimated family income, and the administrator's signature must be provided. The household must be notified of the student's approval status for free or reduced price meals. These applications should be excluded from the verification process.

This option must be used judiciously and only after repeated efforts to obtain applications from families have been unsuccessful. It is to be used on an individual basis and not to provide eligibility determinations for large numbers of students. It also may not be used when family income is above the eligibility guidelines, even though the children are not coming to school with a meal or money. Family economic status must remain the criterion for administratively making the decision to place the student on free or reduced price meals.

16. Meal Eligibility for Homeless/Migrant/Runaway Children

The United States Department of Agriculture (USDA) has acknowledged that the number of homeless, migrant, and runaway children has risen considerably in the last few years, and that parents/guardians who are homeless or migrant often fail to return a free meal application, and these children are often not included in the direct certification process. USDA has therefore established the following procedures for all Child Nutrition Programs when an application is not submitted by the household or it is not anticipated that an application will be submitted:

1. The migrant coordinator, homeless liaison, or runaway provider may provide you with a list of eligible children. The list must be dated and signed by the coordinator, liaison, or provider. These children are then directly certified for free meals for the school year. No other documentation is needed. This is the preferred option.

2. The director of the homeless shelter at which the child resides can complete and submit an application for the child.

3. Local level officials may complete an application for a child and approve the child for free meals based solely on their knowledge that the child's address is a homeless shelter or that the child has no known address and is indeed homeless.

Free and Reduce Price Meals Regulation (Continued)

17. Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs and Section 504 of the Rehabilitation Act of 1973 require that the children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. To ensure that these children are not denied reasonable access to the programs, the Department of Agriculture's regulations require schools and institutions to make reasonable accommodations, such as providing substitutions in the regular meal patterns, for children who have a disability and whose disability restricts their diet.

Accordingly, meal substitutions must be made for children with disabilities and must be supported by a statement signed by physician licensed health care provider attesting to the need for the substitutions and recommending alternate foods. These meals must be offered at no extra charge. Substitutions may also be made for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs, though schools are not required to do so in these instances. Substitutions for non-disabled children must be supported by a statement signed by a recognized medical authority. **Children with disabilities are not automatically eligible for free meal benefits**. Parents must adhere to the same income eligibility criteria and procedures used for all children.

Attachments:

- Parent Letter (English)
- Household Application (English)
- Parent Letter (Spanish)
- Household Application (Spanish)

Revised:
April 25, 2011
Revised:
August 26, 2013
Reviewed:
August 24, 2015
Revised:
August 29, 2016
Reviewed:
August 28, 2017
Revised:
August 27, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020

Free and Reduce Price Meals Regulation (Continued)

Revised:
August 23, 2021
Revised:
August 29, 2022

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Patchogue-Medford Schools

Michael J. Locantore, Superintendent of Schools

Daniel Erwin, Food Services Director
181 Buffalo Avenue
Medford, New York 11763

(631) 687-6525
FAX (631) 687-6595

August 2013

Dear Parent/Guardian:

Children need healthy meals to learn. **The Patchogue-Medford School District** offers healthy meals every school day. Breakfast costs $1.00 at all schools. Lunch costs $2.40 at the elementary schools and $2.50 at the secondary schools. Children from households that meet federal income guidelines (outlined below) are eligible for free meals or reduced price meals (breakfast and lunch). Reduced price meals cost each eligible student $.25 for breakfast and $.25 for lunch. To apply for free or reduced price meals, submit a Direct Certification letter from the NYS Office of Temporary and Disability Assistance OR complete the enclosed application, sign it, and return it to the Food Service Department, 181 Buffalo Avenue, Medford, NY 11763. Please refer to the guidelines contained in this letter when completing this application. We cannot approve an application that is not complete, so be sure to fill out all required information.

1. Do I need to fill out an application for each child? No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: **Patchogue-Medford High School, 181 Buffalo Avenue, Medford, NY 11763, attn: Food Service Department.**
2. Who can get free meals? All children in households receiving benefits from **food stamps/SNAP, the Food Distribution Program on Indian Reservations** or **TANF**, can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.
3. Can foster children get free meals? Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
4. Can homeless, runaway, and migrant children get free meals? Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call the Office of Pupil Services at (631) 687-6440 to see if they qualify.
5. WHO CAN GET REDUCED PRICE MEALS? Your children can get low cost meals if your household income is within the reduced price limits on the Federal Eligibility Income Chart, shown on this application.
6. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS? Please read the letter you got carefully and follow the instructions. Call the school at **(631) 687-6880** if you have questions.
7. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
8. I GET WIC. CAN MY CHILD(REN) GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out a FREE/REDUCED PRICE MEAL application.
9. Will the information I give be checked? Yes and we may also ask you to send written proof.
10. If I don't qualify now, may I apply later? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
11. What if I disagree with the school's decision about my application? You should talk to school officials. You may wish to discuss it with the Food Service Director by calling 687-6525. You also may ask for a hearing by calling or writing to: Dr. Donna Jones, Assistant Superintendent for Business at (631) 687-6330, 241 South Ocean Avenue, Patchogue, NY 11772.
12. May I apply if someone in my household is not a U.S. citizen? Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
13. Who should I include as members of my household? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
14. What if my income is not always the same? List the amount that you normally receive. For example, if you normally make $1000 each month, but you missed some work last month and only made $900, put down that you made $1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

15. My spouse is deployed to a combat zone. is her combat pay counted as income? No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn't received before she was deployed, combat pay is not counted as income. Contact your school for more information.
16. My family needs more help. Are there other programs we might apply for? To find out how to apply for food stamps or other assistance benefits, contact your local assistance office or call 1-800-342-3009.

2013-2014 INCOME ELIGIBILITY GUIDELINES
FOR FREE AND REDUCED PRICE MEALS OR FREE MILK

REDUCED PRICE ELIGIBILITY INCOME CHART

Total Family Size	Annual	Monthly	Twice per Month	Every Two Weeks	Weekly
1	$21,257	$1,772	$886	$818	$409
2	$28,694	$2,392	$1,196	$1,104	$552
3	$36,131	$3,011	$1,506	$1,390	$695
4	$43,568	$3,631	$1,816	$1,676	$838
5	$51,005	$4,251	$2,126	$1,962	$981
6	$58,442	$4,871	$2,436	$2,248	$1,124
7	$65,879	$5,490	$2,745	$2,534	$1,267
8	$73,316	$6110	$3,055	$2,820	$1,410
*Each additional household member add:	$7,437	$620	$310	$287	$144

How to Apply: To get free or reduced price meals for your children you may submit a Direct Certification letter received from the NYS Office of Temporary and Disability Assistance, OR carefully complete one application for your household and return it to the designated office. If you now receive food stamps, Temporary Assistance to Needy Families (TANF) for any children, or participate in the Food Distribution Program on Indian Reservations (FDPIR), the application must include the children's names, the household food stamp, TANF or FDPIR case number and the signature of an adult household member. All children should be listed on the same application. If you do not list a food stamp, TANF or FDPIR case number for all the children for whom you are applying, the application must include the names of everyone in the household, the amount of income each household member, and how often it is received and where it comes from. It must include the signature of an adult household member and the last four digits of that adult's social security number, or check the box if the adult does not have a social security number. An application that is not complete cannot be approved. Contact your local Department of Social Services for your food stamp or TANF case number or complete the income portion of the application.

Reporting Changes: The benefits that you are approved for at the time of application are effective for the entire school year. You no longer need to report changes for an increase in income or decrease in household size, or if you no longer receive food stamps.

Income Exclusions: The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write: USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964. USDA is an equal opportunity provider and employer.

Meal Service to Children With Disabilities: Federal regulations require schools and institutions to serve meals at no extra charge to children with a disability which may restrict their diet. A student with a disability is defined in 7CFR Part 15b.3 of Federal regulations, as one who has a physical or mental impairment which substantially limits one or more major life activities. Major life activities are defined to include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. You must request the special meals from the school and provide the school with medical certification from a medical doctor. If you believe your child needs substitutions because of a disability, please get in touch with us for further information, as there is specific information that the medical certification must contain.

Confidentiality: The United States Department of Agriculture has approved the release of students names and eligibility status, without parent/guardian consent, to persons directly connected with the administration or enforcement of federal education programs such as Title I and the National Assessment of Educational Progress (NAEP), which are United States Department of Education programs used to determine areas such as the allocation of funds to schools, to evaluate socioeconomic status of the school's attendance area, and to assess educational progress. Information may also be released to State health or State education programs administered by the State agency or local education agency, provided the State or local education agency administers the program, and federal State or local nutrition programs similar to the National School Lunch Program. Additionally, all information contained in the free and reduced price application may be released to persons directly connected with the administration or enforcement of programs authorized under the National School Lunch Act (NSLA) or Child Nutrition Act (CNA); including the National School Lunch and School Breakfast Programs, the Special Milk Program, the Child and Adult Care Food Program, Summer Food Service Program and the Special Supplemental Nutrition Program for Women Infants and Children (WIC); the Comptroller General of the United States for audit purposes, and federal, State or local law enforcement officials investigating alleged violation of the programs under the NSLA or CNA.

The disclosure of eligibility information not specifically authorized by the NSLA requires a written consent statement from the parent/guardian. We will let you know when your application is approved or denied.

Sincerely,

Daniel Erwin

Food Service Director

Date Withdrew_____ Attachment Va F ____R _____D_____

2013-2014 Application for Free and Reduced Price School Meals/Milk

To apply for free and reduced price meals for your children, read the instructions on the back, complete **only one** form for your household, sign your name and return it to Patchogue-Medford Schools. Call 631-687-6880, if you need help. Additional names may be listed on a separate paper.

1. List all children in your household who attend school:

Student Name	School	Grade/Teacher	Foster Child	No Income
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐

2. Food Stamp or TANF Benefits:
If anyone in your household receives either food stamp, TANF or FDPIR benefits, list their name and CASE # here. Skip to Part 5, and sign the application.

Name:_____ CASE #_____

3. If any child you are applying for is homeless, migrant or a runaway, please call this number: _____
☐ Homeless ☐ Migrant ☐ Runaway *(Homeless Liaison/Migrant Education Coordinator)*

4. Household Gross Income: List all people living in your household, how much and how often they are paid (weekly, every other week, twice per month, monthly). Do not leave income blank. If no income, check box. If you have listed a foster child above, you must report their personal income.

Name of household member	Earnings from work before deductions ***Amount / How Often***	Child Support, Alimony ***Amount / How Often***	Pensions, Retirement Payments ***Amount / How Often***	Other Income, Social Security ***Amount / How Often***	No Income
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐

5. Signature: An adult household member must sign this application and provide the last four digits of their Social Security Number (SS#), or mark the "I do not have a SS# box" before it can be approved.
I certify (promise) that all of the information on this application is true and that all income is reported. I understand that the information is being given so the school will get federal funds; the school officials may verify the information and if I purposely give false information, I may be prosecuted under applicable State and federal laws, and my children may lose meal benefits.

Signature:_____ **Date:** _____

Email Address: _____ **Last Four Digits of Social Security Number:** ***-**-__ __ __ __

I do not have a SS# ☐

Home Phone _____ Work Phone_____ Home Address_____

DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY

Annual Income Conversion (Only convert when multiple income frequencies are reported on application)
Weekly X 52; Every Two Weeks (bi-weekly) X 26; Twice Per Month X 24; Monthly X 12

☐ Food Stamp/TANF/Foster
☐ Income Household: Total Household Income/How Often: _____/_____ Household Size: _____
☐ Free Meals ☐ Reduced Price Meals ☐ Denied/Paid ☐ Temporary Free 45 Days Expires ___/____/____

Date Notice Sent:_____ **Signature of Reviewing Official**_____

APPLICATION INSTRUCTIONS

To apply for free and reduced price meals, submit a Direct Certification letter received from the Office of Temporary and Disability Assistance OR complete only one application for your household using the instructions.. Sign the application and return the application to your child's cafeteria. If you have a foster child in your household, you may include them on your application. A separate application is no longer needed. Call the school if you need help at 631-687-6880. Ensure that all information is provided. Failure to do so may result in denial of benefits for your child or unnecessary delay in approving your application.

PART 1 ALL HOUSEHOLDS MUST COMPLETE STUDENT INFORMATION. DO NOT FILL OUT MORE THAN ONE APPLICATION FOR YOUR HOUSEHOLD.

(1) Print the names of the children, including foster children, for whom you are applying on one application.
(2) List their grade and school.
(3) Check the box to indicate a foster child living in your household, and check the box for each child with no income.

PART 2 HOUSEHOLDS GETTING FOOD STAMPS, TANF OR FDPIR SHOULD COMPLETE PART 2 AND SIGN PART 5.

(1) List a current Food Stamp, TANF or FDPIR (Food Distribution Program on Indian Reservations) case number of anyone living in your household.. Do not use the 16-digit number on your benefit card. The case number is provided on your benefit letter.
(2) An adult household member must sign the application in PART 5. SKIP PART 4. Do not list names of household members or income if you list a food stamp case number, TANF or FDPIR number.

PART 3 Before completing an application for a child who may be homeless, a migrant education student, or a runaway, please call your school's homeless liaison or migrant education coordinator at this number:
Carrie Logan 631-687-6451

PARTS 4 & 5 ALL OTHER HOUSEHOLDS MUST COMPLETE THESE PARTS AND ALL OF PART 5.

(1) Write the names of everyone in your household, whether or not they get income. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.
(2) Write the amount of current income each household member receives, before taxes or anything else is taken out, and indicate where it came from, such as earnings, welfare, pensions and other income. If the current income was more or less than usual, write that person's usual income. Specify how often this income amount is received: weekly, every other week (bi-weekly), 2 x per month, monthly. If no income, check the box. The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care and Development Block Grant, TANF and At Risk Child Care Programs should not be considered as income for this program.
(3) The application must include the last four digits only of the social security number of the adult who signs PART 5 if Part 4 is completed. If the adult does not have a social security number, check the box. If you listed a food stamp, TANF or FDPIR number, a social security number is not needed.

OTHER BENEFITS: Your child may be eligible for benefits such as Medicaid or Children's Health Insurance Program (CHIP). In order to determine if your child is eligible, program officials need information from your free and reduced price meal application. Your written consent is required before any information may be released. Please refer to the attached parent Disclosure Letter and Consent Statement for information about other benefits.

PRIVACY ACT STATEMENT

Privacy Act Statement: This explains how we will use the information you give us.

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number are not required when you apply on behalf of a foster child or you list a Food Stamp, Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

DISCRIMINATION COMPLAINTS

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."

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Daniel Erwin, Food Services Director
181 Buffalo Avenue
Medford, New York 11763

(631) 687-6525
FAX (631) 687-6595

August 2013

Querido padre/tutor:

Los ninos necesitan comidas saludas para aprender. **The Patchogue-Medford School district** ofrece comidas saludas todos los dias escolares. El desayuno cuesta $1.00 y el almuerzo de las escuelas elementarías cuesta $2.40 y de las escuelas secundarias cuesta $2.50. Alumnos que familias elegibles segun la Guiia de Ingresos Federales (vease abajo) pueden recibir en la escuela comidas gratis o a precios reducidos ($.25 por cada desayuno o almuerzo Para solicitar comidas gratis or a precios reducidos usted puede lienar someter a la escela una Cara de Certificacion Directa de la Oficina de Ayuda Temporaria o de Incapacidad (Office of Temporary or Disabilty Assistance) del Estado de Nueva York O llenar la solicitud adjuntada, fimarlo, y regresarlo a Food Service Department, 181 Buffalo Avenue, Medford, NY 11763, a lo pronto posible. Por favor, refiera a las indicaciones contenidas en esta caets cuando liene la solicitud. Un formulario de solicitud que no esta completo no puede ser aprobabado, p[or eso asegurese lienar toda la informacion requerida.

1. ¿Necesito llenar una solicitud por cada niño? No. Llene la solicitud para solicitar por comida gratis o a precio reducido. *Use una Solicitud de Comidas Escolares Gratis o a Precios Reducidos por todos los estudiantes en su hogar.* No aprobemos una solicitud incompleto, así asegúrese llenar toda la información requerida. Regrese la solicitud completa a:**Patchogue-Medford High School, 181 Buffalo Avenue, Medford, NY 11763, Attn: Food Service Department.**
2. ¿Quién puede recibir comidas gratis? Todos los niños en hogares reciben beneficios de **[SNAP de Estado]**, **[el Programa de Distribución de Alimentos en Reservaciones Indígenas]** o **[TANF de Estado]**, pueden recibir comidas gratis sin importar sus ingresos. También, sus hijos pueden recibir comidas gratis si los ingresos totales de su hogar está dentro los límites de la Tabla Federal de Elegibilidad de Ingresos.
3. ¿Pueden hijos de crianza reciben comidas gratis? Sí, hijos de crianza que están bajo la responsabilidad legal una agencia de cuidado de crianza o tribunal, son elegible para recibir comidas gratis. Cualquier hijo de crianza en el hogar es elegible para recibir comidas gratis sin importar sus ingresos.
4. ¿Pueden niños sin hogar, migrantes, o fugitivos reciben comidas gratis? Si, los niños que cumplen la definición de sin hogar, migrante, o fugitivo califican para recibir comidas gratis. Si no se les ha dicho a sus hijos recibirán comidas gratis, por favor llame o envíe un correo electrónico a Oficina de Pupil Services at 687-6440 para ver si califican.
5. ¿Quién puede recibir comidas a precios reducidos? Sus hijos pueden recibir comidas a precios reducidos si los ingresos en su hogar está dentro de los límites de precio reducido en la Carta Federal de Elegibilidad de Ingresos, mostrada en esta solicitud.
6. ¿Debo llenar una solicitud si recibido una carta este año escolar dice que mis hijos fueron aprobados para recibir comidas gratis? Por favor, lea la carta que recibió y siga las instrucciones. Llame a la escuela a **(631) 687-6880** si tenga preguntas.
7. La solicitud de mi hijo(a) fueron aprobado el año pasado. ¿Necesito llenar otra? Sí. La solicitud de su hijo(a) solo es aceptable para ese año escolar y para los primeros días de este año escolar. Usted debe enviar una solicitud nueva a menos que la escuela le dijo que su hijo(a) es elegible por el año escolar nuevo.
8. Yo recibo WIC. ¿Pueden mis hijos reciben comidas gratis? Niños en hogares participando en WIC pueden ser elegible para recibir comidas gratis o a precios reducidos. Por favor, llene una solicitud.
9. ¿La información que doy se controla? Sí, y también podemos pedirle que envíe prueba escrita.
10. Si no califico ahora, ¿puedo solicitar más tarde? Sí, puede solicitar a cualquier tiempo durante el ano escolar. Por ejemplo, niños con un padre o tutor que se haga sin empleo pueden ser elegibles para recibir comidas gratis o a precios reducidos si los ingresos del hogar cayeron bajo el límite de ingresos
11. ¿Qué pasa si no estoy de acuerdo con la decisión de la escuela sobre mi solicitud? Debe habla con funcionarios de la escuela. Puede también pedirla por una audiencia por llamando o escribiendo a: 687-6525. Tambien puede solicitar una revision llamando o escribiendo Dra. Jones, asistente del superintendente de los negocios, 687-6330, 241 South Ocean Avenue, Patchogue, NY 11772.
12. ¿Puedo solicitar si alguien en mi hogar no es un ciudadano de los Estados Unidos? Sí. Usted o sus hijos no necesitan ser ciudadanos de los EE.UU. para calificar para recibir comidas gratis o a precios reducidos.
13. ¿A quién debo incluir como miembros de mi hogar? Debe incluir todas las personas que viven en su hogar, familia o no (como abuelos, otros parientes, o amigos) que comparten ingresos y gastos. Debe incluirse a sí mismo y todos los niños que viven con usted. Si vive con otras personas que son económicamente independientes (por ejemplo, personas que no apoya, que no comparten ingresos con usted o sus hijos, y que pagan una cuota prorrateada), no los incluyen.
14. ¿Qué pasa si mi ingreso no es siempre el mismo? Liste la cantidad que recibe normalmente. Por ejemplo, si normalmente gana $1000 cada mes, pero faltó trabajo el mes pasado y gana $900, indique que gana $1000 cada mes. Si normalmente recibe horas extras, las incluye, pero no incluye si sólo trabaja horas extras a veces. Si usted ha perdido un trabajo o tuvo una reducción en sus horas o ganancias, utilice sus ingresos actuales.
15. Estamos en el ejército. ¿Debemos incluir nuestro subsidio de vivienda como ingresos? Si recibe un subsidio de vivienda fuera de la base militar, debe incluirse como un ingreso. Sin embargo, si su vivienda es parte de la Iniciativa de Privatización de Viviendas para Militares usted no necesita incluir el subsidio para vivienda como ingreso.
16. Mi esposo/a es desplegado en una zona de combate. ¿Es su ingreso considera como ingresos? No, si la paga por combate que se recibe en adición a su salario básico a causa de su despliegue y que no fue recibida antes de ser desplegado, la paga por combate no considera como ingresos. Comunique con su escuela para más información.
17. Mi familia necesita más ayuda. ¿Hay otros programas que podamos solicitar? Para saber cómo solicitar **SNAP de Estado** u otros beneficios de asistencia, comunique con su oficina de asistencia local o llame al 1-800-342-3009

2013-2014 Requisitos de ingresos Comidas gratis o a precio reducido o leche gratis

Precio reducido de elegibilidad tabla de ingresos

Tamaño total de la familia	Anual	Mensualmente	Dos veces al mes	Cada dos semanas	Semanalmente
1	$21,257	$1,772	$886	$818	$409
2	$28,694	$2,392	$1,196	$1,104	$552
3	$36,131	$3,011	$1,506	$1,390	$695
4	$43,568	$3,631	$1,816	$1,676	$838
5	$51,005	$4,251	$2,126	$1,962	$981
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7	$65,879	$5,490	$2,745	$2,534	$1,267
8	$73,316	$6110	$3,055	$2,820	$1,410
*Cada miembro adicional del hogar añade:	$7,437	$620	$310	$287	$144

Como solicitar: Para recibir comidas gratis o a precios reducidos para sus hijos, usted puede presentar una carta de Certificación Directa del Estado de Nueva York Oficina de Asistencia Temporal y Discapacidad, o cuidadosamente llene una solicitud para su hogar y la regrese a la oficina designada. Si usted ahora recibe cupones de alimentos, Asistencia Temporal para Familias Necesitadas (TANF) para lo hijos, o participar en el Programa de Distribución de Alimentos en Reservaciones Indígenas (FDPIR), la solicitud debe los nombres de los niños, los cupones de alimentos del hogar, caso numero de TANF o FDPIR y la firma de un miembro adulto del hogar. Todos los niños deben listados en la misma solicitud. Si no lista un numero de cupón de alimento, TANF o FDPIR para todos los niños para que usted esta solicitando, la solicitud debe incluir los nombres de todos en el hogar, la cantidad de ingresos cada miembro del hogar, y la frecuencia con que se recibe y de donde viene. Debe incluir la firma de un miembro adulto del hogar y el numero de adultos que de Seguridad Social, o la palabra “ninguna” si el adulto no tenga un numero de Seguridad Social. Una solicitud incompleta no puede ser aprobada. Comunique con su oficina local del Departamento de Servicios Sociales para cupones de alimentos o el numero de TANF o completar la porción de los ingresos de la solicitud.

Cambios de Información: Los beneficios que usted es aprobado para el momento de la solicitud son efectivos para todo el ano escolar. Ya no es necesario informar de estos cambios en un aumento de los ingresos o una disminución en el tamaño del hogar, o si ya no recibe cupones de alimentos.

Exclusiones de Ingresos: El valor de cuidado de niños, proporcionado u arreglado, o cualquier cantidad recibida como pago por cuidado de niños o reembolso de los gastos incurridos por ese cuidado bajo de Cuidado de Niños y Subvención de Desarrollo Bloque, TANF y Programas de Cuidado de Niños de Riesgos no deben ser considerados como ingresos para este programa.

Declaración de No-Discriminación: Esto explica que hacer si usted si usted cree que ha sido tratado injustamente. “De conformidad con la Ley Federal y el Departamento de Agricultura de EEUU, esta institución esta prohibido discriminar por motivos de raza, color, origen nacional, sexo, edad, o discapacidad. Para presentar una queja de discriminación, escriba a USDA, Director, Oficina de Derechos Civiles, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 o llame al numero gratuito (866) 632-9992 (Voz). Los individuos que son sordos o con discapacidades del habla pueden comunicarse con el USDA por el Servicio Federal de Retransmisión a (800) 877-8339 (en ingles) o (800) 845-6136 (en español). USDA es un proveedor y empleador de oportunidades iguales.

Servicio de Comidas para Niños con Discapacidades: Las regulaciones federales requieren que las escuelas e instituciones para servir comidas sin cargo extra a los niños con una discapacidad que puede restringir su dieta. Un estudiante con una discapacidad se define en 7CFR Parte 15b.3 de regulaciones federales, como uno que tiene un impedimento físico o mental que mental que limita sustancialmente una o mas actividades importantes de la vida. Las principales actividades de la vida se definen para incluir funciones como el cuidado, de las tareas manuales, caminar, ver, oír, hablar, respirar, aprender, y trabajar. Usted debe solicitar las comidas especiales de la escuela y proveer a la escuela con la certificación médica de un doctor en medicina. Si usted cree que su niño necesita substituciones debido a su discapacidad, por favor ponerse en contacto con nosotros para obtener más información, ya que existe información específica que la certificación médica debe contener.

Confidencialidad: Los Estados Unidos Departamento de Agricultura (USDA) ha aprobado la entrega de nombres de estudiantes y el estado de elegibilidad sin consentimiento del padre o tutor, a personas directamente relacionadas con la administración o la ejecución de los programas federales de educación tales como el Titulo I ya la Evaluación Nacional del Progreso Educativo (NAEP), que son los Estados Unidos programas del Departamento de Educación utiliza para determinar las áreas como la asignación de fondos a las escuelas, para evaluar la situación socioeconómica de la zona de asistencia de la escuela, y para evaluar el progreso educativo. La información también puede ser puesta en libertad a la salud del Estado o los programas locales de alimentación similar al Programa Nacional de Almuerzos Escolares. Además, toda la información contenida en la solicitud gratis o a precios reducidos puede ser entregada a personas directamente relacionadas con la administración o la ejecución de los programas autorizados por la Ley Nacional de Almuerzo Escolar o Ley de Nutrición Infantil, incluyendo el Programa de Almuerzo Escolar Nacional y Programa de Desayuno Escolar, el Programa Especial de Leche, los Niños y Adultos Programa de Alimentos, Programa de Servicio de Alimentos de Verano y el Programa Especial de Nutrición Suplementaria para Mujeres, Infantes, y Niños (WIC), la Contraloría General de los Estados Unidos para fines de auditoria, y funcionarios del orden federal, del Estado, o local investigar la presunta violación de los programas de NSLA o CNA.

La divulgación de la información de elegibilidad que no estén específicamente autorizados por el NSLA requiere una declaración de consentimiento por escrito del padre o tutor. Le dejaremos saber cuando su solicitud sea aprobada o negada.

Sinceramente,

Daniel Erwin

Food Services Director

Date Withdrew_____ Attachment Vb F ____R _____D_____

2013-2014 Solicitud de Familia para las Comidas Escolares y Leche Gratis o Precios Reducidos

Para solicitar por comidas gratuitas o precios reducidos para sus niños, lea las instrucciones en el reverse, complete este formulario para su hogar, firme su nombre y volver a Patchogue-Medford School. Llame 631-687-6880 si usted necesita ayuda. Nombres adicionales se pueden ser listados en un documento separado.

1. Lista todos los niños en su hogar que asisten una escuela:

Nombre del estudiante	Escuela	Grado/Profesor(a)	Hijo/a de crianza	Sin Ingresos
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐

2. Cupones para alimentos o TANF beneficios:
Si alguien en su hogar recibe cupones de alimentos, o beneficios de TANF o FDPIR, liste su nombre y CASO # aquí. Vaya a la parte 5, y firme la solicitud.

Nombre: _____ CASO #_____

3. Si algún niño que usted esta solicitando por es sin hogar, un emigrante o un fugitivo, por favor llame a este número:

_____

☐ Sin hogar ☐ Emigrante ☐ Fugitivo *(Enlace para personas sin hogar/Coordinador de Educación Emigrante)*

4. El ingreso total del hogar: Liste todas las personas que viven en su hogar, cuanto y con que frecuencia se pagan (semanalmente, cada otra semana, dos veces al mes, mensual). Si usted ha indicado de un(a) hijo(a) de crianza, usted necesita reportar su ingreso personal.

Nombre del miembro del hogar	Ganancias del trabajo antes de las deducciones ***Cantidad/Frecuencia***	La manutención de menores, pensión alimenticia ***Cantidad/Frecuencia***	Pensiones, los pagos de jubilación ***Cantidad/Frecuencia***	Otros ingresos, Seguridad Social ***Cantidad/Frecuencia***	Sin ingresos
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐
	$ _____ / _____	$ _____ / _____	$ _____ / _____	$ _____ / _____	☐

5. Firma: Un miembro adulto del hogar debe firma esta solicitud y presenta los últimos cuatros dígitos de su Numero de Seguro Social (SS#), o marcar el bloque "No tengo un Numero de Seguro Social) antes de que pueda ser aprobado.

Yo certifico (prometo) que toda la información en esta solicitud es verdadero y he reportado todos los ingresos. Yo entiendo que la información se está dando para que la escuela recibirá fondos federales. Los funcionarios escolares pueden verificar la información y si deliberadamente proveo información falsa, puedo ser procesado bajo de leyes estatales y federales, y mis hijos podrían pedir beneficios de comidas.

Firma: _____ **Fecha:** _____

No tengo un SS# ☐

Dirección de correo electrónico: _____ **Últimos cuatros dígitos del Numero de Seguridad Social:** ***-**- __ __ __ __

Teléfono de la casa _____Teléfono del trabajo _____ Dirección de la casa_____

NO ESCRIBA DEBAJO ESTA LINEA- PARA USO DE LA ESCUELA

Annual Income Conversion (Only convert when multiple income frequencies are reported on application)
Weekly X 52; Every Two Weeks (bi-weekly) X 26; Twice Per Month X 24; Monthly X 12

☐ Food Stamp/TANF/Foster

☐ Income Household: Total Household Income/How Often: _____/_____ Household Size: _____

☐ Free Meals ☐ Reduced Price Meals ☐ Denied/Paid ☐ Temporary Free 45 Days Expires ___/____/____

Date Notice Sent:_____ **Signature of Reviewing Official**_____

INSTRUCCIONES DE SOLICITUD

Para solicitar comidas gratuitas o precio reducido, presente una carta de Certificación Directa recibieron de la Oficina de Temporal y Asistencia de Discapacidad o llene sólo una solicitud de su hogar siguiendo las instrucciones. Firme la solicitud y envíela a la cafeteria de su hijo/a. Si tiene un hijo de crianza en su hogar, usted puede incluir en su solicitud. Llame a la escuela si necesita ayuda: 631-687-6880. Asegure de que toda la información se proporciona. Si no lo hace puede resultar en la denegación de beneficios para su hijo o retrasos innecesarios en la aprobación de su solicitud.

PARTE 1 TODOS LOS HOGARES NECESITEN COMPLETAR LA Información. NO LLENE MAS DE UNA SOLICITUD PARA SU HOGAR.

(1) Imprima los nombres de los niños para usted esta aplicando en una sola aplicación.
(2) Liste su grado y escuela.
(3) Marque el bloque para indicar un hijo de crianza que vive en su hogar, y marque el bloque para cada niño sin ingresos.

PARTE 2 HOGARES CON CUPONES DE ALIMENTOS, TANF O PDARI DEBE COMPLETE PARTE 2 Y FIRME PARTE 5

(1) Liste un presente cupón de alimentos, TANF, o PDARI (Programa de Distribución de Alimentos en Reservaciones Indígenas) caso número de alguien viviendo en su hogar. No use el número de 16 dígitos en su tarjeta de beneficios. El numero del caso esta proporcionado en su tarjeta de beneficios.
(2) Un miembro adulto del hogar necesite firmar la solicitud en PARTE 5. Omita PARTE 4. No liste nombres de miembros del hogar o ingresos si lista un caso número de cupones de alimentos, TANF o PDARI número.

PARTE 3 If you are completing an application for a child who may be homeless, a migrant education student, or a runaway, please call your school's homeless liaison or migrant education coordinator at this number: Si esta llenando una solicitud para un niño sin hogar, un estudiante con una educación migrante, o un fugitivo, por favor llame al enlace sin hogar o el coordinador de educación de los migrantes en este número:

Carrie Logan 631-687-6467

PARTES 4 Y 5 TODOS OTROS HOGARES NECESITEN LLENAR ESAS PARTES Y TODOS DE PARTE 5.

(1) Escriba los nombres de todos en su hogar, sean o no recibe ingresos. Incluya su nombre y los niños que usted está solicitando, todos los otros niños, su marido(a), abuelos, e otras personas en su hogar (familia o no). Utilice otra hoja de papel si necesita más espacio.
(2) Escriba la cantidad de ingresos Corrientes de cada miembro del hogar recibe, antes de impuestos o otras deducciones, e indique de donde vino, tales como sueldo, asistencia social, pensiones e otros ingresos. Si el ingreso corriente es más o menos del normal, indique el ingreso normal de esa persona. Especifique la frecuencia con la cantidad de ingreso que se recibe: semanal, cada dos semanas, dos veces cada mes, o mensual. El valor de cuidado de niños, proporcionado u arreglado, o cualquier cantidad recibida como pago por cuidado de niños o reembolso de los gastos incurridos por ese cuidado bajo de Cuidado de Niños y Subvención de Desarrollo Bloque, TANF y Programas de Cuidado de Niños de Riesgos no deben ser considerados como ingresos para este programa.
(3) La solicitud debe incluir sólo los últimos cuatros dígitos del Numero de Seguridad Social del adulto que firme PARTE 5 si Parte 4 esta llenando. Si el adulto no tenga un Numeró de Seguridad Social, marque el casilla. Si usted listó un número de cupones de alimentos, TANF o PDARI, un número de Seguridad Social no es necesario.

OTROS BENEFICIOS: Su hijo(a) puede ser elegible por beneficios como Medicaid o Programa de Seguro Medico para Niños (PSMN). Para determinar si su hijo(a) es elegible, funcionarios del programa necesitan información desde la solicitud de comidas gratis o precio reducido. Su consentimiento escrito se requiere antes de que cualquier información pueda ser puesta en libertad. Por favor, refiérase a la Carta de Revelación Paternal y Declaración de Consentimiento para obtener información sobre otros beneficios.

Declaración de Privacidad

El Acta de Privacidad: Esto explica como usaremos la información que nos da.
El Richard B. Russell Ley Nacional de Almuerzo Escolar exige la información en esta solicitud. Usted no necesita dar la información, pero si no lo hace, nosotros no podemos aprobar su hijo(a) por comidas gratis o a precios reducidos. Debe incluir los últimos cuatro dígitos del número de Seguridad Social del miembro adulto del hogar quien firma la solicitud. Los últimos cuatro dígitos del numero de Seguridad Social no son necesarios si usted está solicitando para un hijo de crianza o usted lista un numero de Cupones de Alimentos, Temporal Asistencia para Familias Necesitadas (TANF) o el Programa de Distribución de Alimentos en Reservaciones Indígenas (PDARI) u otro identificador PDARI para su niño o cuando usted indica que el miembro adulto del hogar que firma la solicitud no tiene numero de Seguridad Social. Nosotros usaremos su información para determinar si su niño es elegible para recibir comidas gratis o a precio reducido, y para la administración y la ejecución de los programas de almuerzo y desayuno. Es posible que compartiremos su información de elegibilidad con programas de educación, salud, y nutrición para ayudarles a evaluar, financiar, o determinar beneficios para sus programas, auditores para revisar programas, y funcionarios del orden para ayudarles a investigar violaciones de las reglas del programa.

Quejas de Discriminación

Declaración de No-Discriminación: Esto explica que hacer si usted si usted cree que ha sido tratado injustamente. "De conformidad con la Ley Federal y el Departamento de Agricultura de EEUU, esta institución esta prohibido discriminar por motivos de raza, color, origen nacional, sexo, edad, o discapacidad. Para presentar una queja de discriminación, escriba a USDA, Director, Oficina de Derechos Civiles, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 o llame al numero gratuito (866) 632-9992 (Voz). Los individuos que son sordos o con discapacidades del habla pueden comunicarse con el USDA por el Servicio Federal de Retransmisión a (800) 877-8339 (en ingles) o (800) 845-6136 (en español). USDA es un proveedor y empleador de oportunidades iguales.

Patchogue-Medford Schools

News Release

ANNUAL NEWS RELEASE - PUBLIC ANNOUNCEMENT

Contact: Daniel Erwin, School Lunch Director (631) 687-6525

The Patchogue-Medford UFSD today announced a free and reduced price meal policy for the Patchogue-Medford area school children.

Local school officials have adopted the following family eligibility criteria to assist them in determining eligibility:

2013-2014 INCOME ELIGIBILITY GUIDELINES
FOR FREE AND REDUCED PRICE MEALS OR FREE MILK

Free Eligibility Scale
Free Lunch, Breakfast, Milk

Reduced Price Eligibility Scale
Reduced Price Lunch, Breakfast

Household Size	Annual	Monthly	Twice per Month	Every Two Weeks	Weekly	Household Size	Annual	Monthly	Twice per Month	Every Two Weeks	Weekly
1	$ 14,937	$ 1,245	$ 623	$ 575	$ 288	1	$ 21,257	$ 1,772	$ 886	$ 818	$ 409
2	$ 20,163	$ 1,681	$ 841	$ 776	$ 388	2	$ 28,694	$ 2,392	$ 1,196	$ 1,104	$ 552
3	$ 25,389	$ 2,116	$ 1,058	$ 977	$ 489	3	$ 36,131	$ 3,011	$ 1,506	$ 1,390	$ 695
4	$ 30,615	$ 2,552	$ 1,276	$ 1,178	$ 589	4	$ 43,568	$ 3,631	$ 1,816	$ 1,676	$ 838
5	$ 35,841	$ 2,987	$ 1,494	$ 1,379	$ 690	5	$ 51,005	$ 4,251	$ 2,126	$ 1,962	$ 981
6	$ 41,067	$ 3,423	$ 1,712	$ 1,580	$ 790	6	$ 58,442	$ 4,871	$ 2,436	$ 2,248	$ 1,124
7	$ 46,293	$ 3,858	$ 1,929	$ 1,781	$ 891	7	$ 65,879	$ 5,490	$ 2,745	$ 2,534	$ 1,267
8	$ 51,519	$ 4,294	$ 2,147	$ 1,982	$ 991	8	$ 73,316	$ 6,110	$ 3,055	$ 2,820	$ 1,410
Each Add'l person add	$ 5,226	$ 436	$ 218	$ 201	$ 101	Each Add'l person add	$ 7,437	$ 620	$ 310	$ 287	$ 144

Published by the Patchogue-Medford Schools
In the interest of a well-informed
And cooperative community

Food Stamp/TANF/FDPIR Households: Households which currently include children who receive Food Stamps or Temporary Assistance to Needy Families (TANF), or the Food Distribution Program on Indian Reservations (FDPIR) must complete an application listing the child's name, a food stamp, TANF, or FDPIR case number and the signature of an adult household member, or provide a Direct Certification letter from the NYS Office of Temporary and Disability Assistance. Children in the household with the same case number may be included on the same application. Separate applications are required for children in the same household with different case numbers. If the family does not list a food stamp, TANF, or FDPIR case number for all children for whom they are applying, then the application must contain all the information as required for "other households" as described below.

Other Households: Households with incomes the same or below the amount of money listed above for their family size may be eligible for and are urged to apply for free and/or reduced price meals (or free milk). They may do so by filling in the application forms sent home with a letter to parents. Additional copies are available at the principal's office in each school. Applications may be submitted any time during the school year to the School Lunch Director.

The information provided on the application will be confidential and will be used for determining eligibility. The names and eligibility status of participants may also be used for the allocation of funds to federal education programs such as Title I and National Assessment of Educational Progress (NAEP), State health or State education programs, provided the State agency or local education agency administers the programs, and for federal, State or local means-tested nutrition programs with eligibility standards comparable to the NSLP. Eligibility information may also be released to programs authorized under the National School Lunch Act (NSLA) or the Child Nutrition Act (CNA). The release of information to any program or entity not specifically authorized by the NSLA will require a written consent statement from the parent or guardian.

The school district does, however, have the right to verify at any time during the school year the information on the application. If a parent does not give the school this information, the child/children will no longer be able to receive free or reduced price meals (free milk).

Foster children may also be eligible for these benefits. A separate application for a foster child is no longer necessary. Foster children may be listed on the family application which must contain the foster child's name, personal use income.

Under the provisions of the policy, the designated official will review applications and determine eligibility. If a parent is dissatisfied with the ruling of the designated official, he/she may make a request either orally or in writing for a hearing to appeal the decision. The Assistant Superintendent for Business, whose address is 241 South Ocean Avenue, Patchogue, NY 11772 has been designated as the Hearing Official. Hearing procedures are outlined in the policy. However, prior to initiating the hearing procedure, the parent or School Food Authority may request a conference to provide an opportunity for the parent and official to discuss the situation, present information, and obtain an explanation of the data submitted in the application or the decisions rendered. The request for a conference shall not in any way prejudice or diminish the right to a fair hearing.

Only complete applications can be approved. This includes complete and accurate information regarding: the Food Stamp, TANF, or FDPIR case number; the names of all household members; on an income application the social security number of the person who signs the form or an indication that the adult does not have one, and the amount and source of income received by each household member. In addition, the parent or guardian must sign the application form, certifying the information is true and correct.

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write *USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free* (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."

A complete copy of this policy is on file in the office of the School Food Authority District Administrator where it may be reviewed by any interested persons.

3546.2

SUSPENDED INDEFINITELY

MEAL CHARGE POLICY

The Board of Education recognizes that, on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and to minimize the fiscal burden on the District, all District schools shall follow guidelines with regard to meal charges.

- Only regular meals may be charged, that is, only what is on the menu;
- No snacks or "ala carte" items may be charged;
- A computer-generated point of sale system at each school will be used for identifying and recording all charged meals, and for collecting repayments.

This policy applies to all paying students whether they are paying full-price or reduced-price. Families may apply for free and reduced meals at any time during the school year as per District policy #3546. Students who receive full subsidy for meals will not be able to charge anything.

The District shall notify all parents/guardians on an annual basis of the requirements of this policy.

The District shall maintain a system for accounting for charged meals that follows state guidelines. Charged meals must be counted and claimed for reimbursement on the day the student charged (received) the meal, not the day the charge is paid back. When charges are paid, these monies are not to be considered "ala carte" transactions. A section on the daily cash report or deposit summary should be provided which identifies "charges paid." For audit purposes, monies for charges paid should be identified as "Sale of Meals to Children" for ST-3 or Analysis of Cash Resources reporting purposes.

Ref: Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.
National School Lunch Act. 42 U.S.C., §1715 et seq.
Guidance document, State Education Department, Child Nutrition Program; "Establishing a Meal Charge Policy," August 2005

SUSPENDED INDEFINITELY

Adopted:
April 25, 2011
Revised:
August 26, 2013
Reviewed:
August 21, 2014
Revised:
August 24, 2015
Revised:
July 11, 2016
Revised:
August 29, 2016
Revised:

Meal Charge Policy (Continued)

Revised:
August 27, 2018
Revised:
September 24, 2018
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
August 23, 2021
Reviewed
August 29, 2022
Reviewed:
August 21, 2023
Suspended Indefinitely:
September 16, 2024

SUSPENDED INDEFINITELY

"CHARGING" SCHOOL MEALS AND PROHIBITION AGAINST SHAMING

All schools in the district participate in the Community Eligibility Provision option of the USDA's Food and Nutrition Services. This allows the district to provide free meals to all students in the district. Each student receives one meal per day per program (e.g., breakfast, lunch). If students wish to purchase additional meals or other food items, they must pay for those items at the time of the sale. The district does not permit charging to accounts for such "à la carte" items if students do not have funds available.

Staff members are allowed to purchase food from the district's food services. However, all purchases must be paid for at the point of sale in cash. Staff members are not allowed to charge meals to be repaid later.

Ref: 42 USC §1759a (School Lunch Programs; Special Assistance Funds)
7 CFR Part 245 (Determining Eligibility for Free and Reduced Price Lunch)
Unpaid Meal Charges: Guidance and Q&A, USDA FNS Memo SP 23-2017 (03/23/17), https://fns-prod.azureedge.net/sites/default/files/cn/SP23-2017os.pdf
Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments, USDA FNS Memo SP 47-2016 (07/08/16), www.fns.usda.gov/sites/default/files/cn/SP47-2016os.pdf
Overcoming the Unpaid Meal Challenge – Proven Strategies from Our Nation's Schools, USDA FNS Guidance Document (May 2017), https://fns-prod.azureedge.net/sites/default/files/cn/SP29-2017a1.pdf
New York State Legislation – Prohibition Against Meal Shaming, NYSED Memo (5/1/18), http://www.cn.nysed.gov/content/prohibition-against-mail-shaming
Meal Charge Plan Template, NYSED (5/1/18), http://www.cn.nysed.gov/content/meal-charge-and-prohibition-against-meal-shaming-policy-template

Adopted: June 25, 2018
Revised: August 26, 2019
Revised: August 24, 2020
Revised: August 23, 2021
Reviewed: August 29, 2022
Revised: August 21, 2023
Revised: August 12, 2024

USE OF CELL PHONES

The Board of Education recognizes that certain district employees will be required to carry district-owned cell phones in order to meet their job responsibilities.

A list of job titles requiring district-owned cell phones shall be maintained in the Business Office and reported to the Board for its approval each year at its Re-Organizational Meeting in July. All cellular telephone contracts shall be secured through the appropriate purchasing process (e.g., competitive bid, RFP process) and shall be subject to review and approval by the Board.

Cell phones are to be used for school district business purposes only and anything other than incidental private use is prohibited. Failure to follow these guidelines may result in revocation of the phone and discipline of the employee.

As with any district-owned equipment, employees must take proper care of cell phones and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must be reported immediately to the Business Office. Since employees are responsible for the safe return of district-owned cell phones, employees who use district-owned cell phones may be liable for damages or losses which occur during the period of its use.

Adoption date:
May 20, 2009
Revised:
October 24, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
Reviewed:
August 26, 2019
Reviewed:
August 24, 2020
Reviewed:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

USE OF CREDIT CARDS

The Board of Education permits the use of district credit cards for the purchase of diesel fuel in the case of fuel emergencies involving district owned buses, as well as other diesel fuel operated vehicles. The list of the individuals that will be authorized to use the district credit cards in an emergency situation shall be maintained by the Superintendent and/or his/her designee and the Purchasing Agent and reported to the Board each year at the Reorganization Meeting. All credit cards will be in the name of the school district. There will be four cards which will be secured by the following individuals: Purchasing Agent; Plant and Facilities Administrator; Director of Food Services; Director of Transportation. The credit cards will only be used in emergency cases when the Village is closed or the tanks are not operational.

The Board of Education also permits the use of a commercial credit card account with Capital One Bank. The credit card would be used for Board approved travel and conferences for students, Board members and staff members where purchase orders are not accepted. The credit card might also need to be used in extenuating circumstances where a vendor does not accept purchase orders, ACH or EFT payments. Some examples: The Federal Motor Carrier Safety Administration Drug & Alcohol Clearinghouse, the Office of Children and Family Services.

The district shall establish a credit line not to exceed $10,000 for each card issued to the district and shall ensure that the credit card is secured by establishing a Business Office procedure.

The relationship between the district and the credit card company shall be such that the district reserves its right to refuse to pay any claim or portion thereof that supersedes any laws, rules, regulations, or policies otherwise applicable. In addition, no claim shall be paid unless an itemized, signed voucher has been presented and shall have been audited and allowed.

Credit cards may only be used for legitimate school district expenditures. The use of credit cards is not intended to circumvent the District's policy on purchasing.

Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy shall result in revocation of the credit card and discipline of the employee. Each cardholder shall be apprised of the procedures governing the use of credit cards, including this policy.

Users are to take proper care of the credit cards and take all reasonable precautions against damage, loss, theft and that any damage, loss, or theft shall be reported to the Business Office and appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Use of Credit Cards (Continued)

The Purchasing Agent shall periodically, but no less than twice a year, monitor the use of each credit card and report any problems and/or discrepancies directly to the Superintendent and/or his/her designee.

Adoption Date:
January 24, 2011
Reviewed:
August 26, 2013
Reviewed:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Reviewed:
August 28, 2017
Revised:
August 26, 2019
Revised:
January 27, 2020
Reviewed:
August 24, 2020
Revised:
October 18, 2021
Reviewed:
October 24, 2022
Reviewed:
October 23, 2023
Reviewed:
September 16, 2024

3615
Appendix A

PATCHOGUE-MEDFORD SCHOOLS
BUSINESS OFFICE
241 South Ocean Avenue
Patchogue, NY 11772

KEY REQUEST FORM

ALL KEY REQUESTS MUST BE SUBMITTED TO:

*** BUSINESS OFFICE-ATTENTION FRANK MAZZIE ***

From: _____

Building: _____ Date: _____

Key(s) serial number (if any) _____

What is key(s) for? _____Interior _____Exterior

PLEASE SPECIFY LOCK LOCATIONS: _____

To whom is the key(s) being issued? _____

Why is the key(s) needed? _____

BUILDING PRINCIPAL SIGNATURE: _____

REMINDER:

a] If a staff member loses District keys, the Business Office must be notified **immediately**.
b] Under no circumstances are exterior door keys to be issued to persons without security codes.
c] Requests should be kept to an **absolute minimum**.

BELOW FOR BUSINESS USE ONLY

_____Request approved _____Request denied

KEY DISTRIBUTION POLICY

PURPOSE:
The Patchogue-Medford School District intends to establish a procedure to distribute keys to employees and non-school personnel for use of District facilities.

POLICY:
The Board of Education recognizes the importance of security of School District facilities and property. Therefore, the Assistant Superintendent for Business or assigned designee, shall maintain key/lock records. The records will be kept current at all times as administrators may be asked to produce such information throughout the year. Noted entries on the Key Log will be made if a new key is needed and the reason for the request. If the key request is to replace one that was previously issued, it must be noted if this is for a missing, lost, or a broken key.

Keys will only be issued to those employees demonstrating a need on a continuing basis. Provisions may be made for short-term requirements on a sign-out basis. All employees in need of keys shall complete a key request form (see Appendix A). Upon issuance of the new key, the employee will be required to sign a Key Receipt Agreement (see Appendix B) which reinforces the protocols regarding key transfers upon employee reassignment or separation of service from the District.

Under the direction of the Superintendent of Schools and/or his/her designee, or Assistant Superintendent for Business or designee, the Director of Facilities or his/her designee may participate in the creation or duplication of District keys. **However, under no circumstances shall other employees participate in the creation or duplication of keys.** Refer to policy subsection 3517.3 regarding key reproduction.

The following information applies to key distribution:

- The Assistant Superintendent for Business or designee, is responsible for the administration, control, and records of the key distribution system.

- Keys to locks will be assigned to individuals for their specific use only.

- Assigned keys must be kept in the possession of the individual that they are assigned to and keys may not be loaned out to anyone.

- Keys that are distributed to school based staff daily or on a short-term basis (i.e., substitute teachers, aides, etc.) are to be returned to the building lockbox in each school **prior to leaving the building for the day**. Said staff will obtain their assigned keys from the lockbox upon arrival the next day. The school administrator or his/her designee will be responsible for locking/unlocking the key lockbox each day.

- Requests for keys must be made to the building principal at each school. Upon the principal's approval, said requests will be forwarded to the Assistant Superintendent for

Business or designee. Upon receipt of the principal's request, the Assistant Superintendent for Business or designee will render a decision on the necessity of such key production. If approved, the request will be forwarded to the Director of Facilities.

- No extra keys will be issued without the approval of the Assistant Superintendent for Business or designee.

- Under termination, separation of service, or transfer, employees shall return all keys to their building principal or direct supervisor as noted.

    - Personnel **separating** from the District (i.e., termination, retirement, etc.) must turn in their keys through the principal who in turn forwards the key to the Assistant Superintendent for Business or designee.

    - Employees **reassigned** within the district must turn in their key to the principal before another key is issued for another location.

- Employees issued a key are responsible for its safekeeping at all times.

- In the event that a key(s) is lost or stolen, staff members must notify the building principal or direct supervisor immediately. The supervising administrator will subsequently report the loss to the Assistant Superintendent for Business or designee.

- If a key is broken, worn, or damaged, another key will be issued at no charge upon receipt of the unusable key.

- An inventory of keys held by staff shall be conducted at the end of each school year by the building administrator. The reports must be submitted to the Business Office annually by the second week of July.

Adopted:
August 26, 2013
Revised:
October 20, 2014
Reviewed:
August 24, 2015
Reviewed:
August 29, 2016
Revised:
August 28, 2017
Revised:
August 26, 2019
Reviewed:
August 24, 2020
Revised:
October 23, 2023
Reviewed:
September 16, 2024

3615
Appendix A

PATCHOGUE-MEDFORD SCHOOLS
BUSINESS OFFICE
241 South Ocean Avenue
Patchogue, NY 11772

KEY REQUEST FORM

ALL KEY REQUESTS MUST BE SUBMITTED TO:

*** BUSINESS OFFICE-ATTENTION FRANK MAZZIE ***

From: _____

Building: _____ Date: _____

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PLEASE SPECIFY LOCK LOCATIONS: _____

To whom is the key(s) being issued? _____

Why is the key(s) needed? _____

BUILDING PRINCIPAL SIGNATURE: _____

REMINDER:

a] If a staff member loses District keys, the Business Office must be notified **immediately**.
b] Under no circumstances are exterior door keys to be issued to persons without security codes.
c] Requests should be kept to an **absolute minimum**.

BELOW FOR BUSINESS USE ONLY

_____Request approved _____Request denied



Patchogue-Medford Schools
Business Office
241 South Ocean Avenue
Patchogue, NY 11772

Key Receipt Agreement

Date: _____

Name: _____

Building: _____

Key #: _____

This acknowledges that I have received the above listed key(s).
I understand that the key(s) **MUST** be returned to my supervisor when I transfer to another building, department, or depart from the district.

_____ _____
Signature Date

_____ _____
Supervisor Date

Return this form to the Business Office

For Business Office Use Only

Date of Key Issuance: _____

Date of Key Return: _____

PAYROLL CERTIFICATION FORMS (PAR)

Payroll Certification Forms (PAR) are required to be completed for time spent working on federal programs. PAR forms must be completed for staff where the contractual salary (all or in part) are paid for by federal sources.

The Business Office will be responsible for tracking the payroll expenditures for the federal programs. For those payroll expenditures associated with contractual salaries, the Business Office will prepare the necessary PAR forms, and distribute to the employee and/or administrator in charge of supervising the particular federal program.

The administrators in charge of each federal program will determine which staff members to charge to each federal program in accordance with the federal program guidelines.

Adopted:
August 28, 2017
Reviewed:
August 27, 2018
Reviewed:
August 26, 2019
Reviewed:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Reviewed:
October 28, 2024

3700-R

PAYROLL CERTIFICATION FORMS (PAR) REGULATION

The Business Office will prepare PAR forms for those staff members that have their contractual salary charged in whole or in part to a federal program.

The administrator in charge of each federal program will provide the Business Office with a listing of employees to be charged in whole or in part to the federal program, in accordance with applicable federal guidelines. The payroll supervisor or district accountant will record the necessary entries in the financial software system in order to charge the employees contractual salary to the federal program.

Business Office staff will be responsible for running the payroll reports for the federal programs in order to determine which staff members are being charged to federal programs. The Business Office will prepare the necessary PAR forms for employee and/or grant administrator approval. PAR forms will be completed as follows:

For staff charged 100% to one federal program:

- 3 PAR forms will be completed for each fiscal year for 10-month employees and 4 PAR forms for 12-month employees according to the below schedule:
    - July through August (for 12-month staff only)
    - September through October
    - November through April
    - May through June
- The administrator in charge of the grant will sign the PAR forms.
- The PAR form will indicate 100% or 1.0 FTE.

For staff charged less than 100% to one federal program, or to multiple sources:

- PAR forms will be completed for each month that the employee has contractual earnings.
- The PAR form will include the amount of contractual salary charged each funding source (i.e. grant, general fund, etc.) for the particular month, as well as the percentage of total contractual salary.
- The employee, as well as the administrator in charge of the grant will sign the PAR forms.

The Business Office staff will keep track of the distributed PAR in order to ensure that all forms are appropriately signed, returned, and kept on file.

Sample PAR forms are attached.

Adopted:
August 28, 2017
Reviewed:
August 27, 2018
Revised:
August 26, 2019

Payroll Certification Forms (PAR) Regulations (Continued)

Revised:
October 18, 2021
Reviewed:
August 29, 2022
Reviewed:
October 23, 2023
Revised:
October 28, 2024

SECURE DATA DESTRUCTION POLICY

1. Overview

Technology equipment often contains parts which cannot simply be thrown away. Proper disposal of equipment is both environmentally responsible and often required by law. In addition, hard drives, USB drives, CD-ROMs and other storage media contain various kinds of Patchogue Medford School District data, some of which is considered sensitive. In order to protect our constituent's data, all storage mediums must be properly erased before being disposed of. However, simply deleting or even formatting data is not considered sufficient. When deleting files or formatting a device, data is marked for deletion, but is still accessible until being overwritten by a new file. Therefore, special tools must be used to securely erase data prior to equipment disposal.

2. Purpose

The purpose of this policy is to define the guidelines for the disposal of technology equipment and components owned by Patchogue Medford School District

3. Scope

This policy applies to any technology equipment or peripheral devices that are no longer needed or will be repurposed within Patchogue Medford School District including, but not limited to the following: desktop computers, servers, hard drives, laptops, smart phones, iPads, peripherals, printers, scanners, portable storage devices (i.e., USB drives), printed materials.

All Patchogue Medford School District employees and affiliates must comply with this policy.

4. Technology Equipment Disposal

A. The Technology Department will decide when technology assets have reached the end of their useful life.

B. The Technology Department must be notified of all technology that is requested to be declared obsolete.

C. The Technology Department will securely erase all storage mediums in accordance with current industry best practices.

D. All data including, all files and licensed software shall be removed from equipment using disk sanitizing software.

E. No computer equipment should be disposed of via skips, dumps, landfill etc.

F. All electronic drives must be sanitized with a commercially available disk cleaning program.

Secure Data Destruction Policy (Continued)

G. Computer Equipment refers to desktop, laptop, tablet computers, printers, copiers, monitors, servers, handheld devices, telephones, cell phones, disc drives or any storage device, network switches, routers, wireless access points, batteries, etc.

H. Non-functioning technology equipment will be disposed following guidelines for obsoleting technology. (See Appendix "A".)

5. Policy Compliance

A. Compliance Measurement

The Technology Department in connection with the Business Office will verify compliance to this policy through various methods, including but not limited to, business tool reports, internal and external audits, and feedback to the policy owner.

B. Exceptions

Any exception to the policy must be approved by the Superintendent or his/her designee and presented to the Board of Education for final approval in advance.

C. Non-Compliance

An employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

6. Related Standards, Policies and Processes

None.

7. Definitions and Terms

A. Disk Sanitizing Software – Third Party or vendor built in tools that will securely wipe information in accordance with industry best practices.

B. Obsolete Technology – Technology that is no longer functioning or cannot meet the needs of the district.

Adopted:
January 22, 2018
Revised:
June 29, 2020
Revised:
October 24, 2022

Secure Data Destruction Policy (Continued)

Revised:
August 21, 2023
Revised:
September 16, 2024

Secure Data Destruction Policy (Continued)

APPENDIX "A"

DISPOSAL OF SURPLUS COMPUTER EQUIPMENT

District owned computer equipment which has been determined to be of no further use to the District may be donated on such terms as shall be determined from time to time by the Board on recommendation of the Superintendent.

Donation of surplus computer equipment may be made to the following authorized institutions:

1. Public Schools;
2. Public Libraries;
3. Other public and private institutions for secular educational use;
4. Not-for-profit institutions for use by individuals with disabilities, senior citizens, or low income individuals.

The selection of an appropriate institution for the donation shall be based on a public notification process and the submission of competitive proposals from authorized institutions. The competitive proposals must demonstrate a need and a specific plan for the use of the computer equipment.

In the event that multiple proposals are submitted, the District will prioritize the needs of public schools and public libraries over the needs of other authorized institutions.

No computer software shall be transferred as the result of donation of computer equipment if the transfer would cause a breach of a computer software licensing agreement or an infringement of a copyright.

Prior to making the donation, the District shall take adequate precautionary measures to prevent unauthorized access to data stored on the computer equipment in accordance with the steps to securely erase data outlined in Sections 4C. and 4D. of this policy.

TECHNOLOGY SECURITY FOR PERSONAL, PRIVATE AND SENSITIVE INFORMATION

SUBJECT: EMPLOYEE PERSONAL IDENTIFYING INFORMATION

In accordance with Section 203-d of the New York State Labor Law, the District shall restrict the use and access to employee personal identifying information. As enumerated in law, "personal identifying information" shall include social security number, home address or telephone number, personal electronic mail address, Internet identification name or password, parent's surname prior to marriage, driver's license number, or other information designated as Private Information under the District's Information Security Breach Notification Regulation.

The District shall not unless otherwise required by law:

a) Publicly post or display an employee's social security number;
b) Visibly print a social security number on any identification badge or card, including any time card;
c) Place a social security number in files with unrestricted access; or
d) Communicate an employee's personal identifying information to the general public.

A social security number shall not be used as an identification number for purposes of any occupational licensing.

District staff shall have access to this policy, informing them of their rights and responsibilities in accordance with Labor Law Section 203-d. District procedures for safeguarding employee "personal identifying information" shall be evaluated; and employees who have access to such information as part of their job responsibilities shall be advised as to the restrictions on release of such information in accordance with law.

Data Sensitivity

a) For the purpose of this regulation, "sensitive data" is considered any and all student and employee data which is considered personal, private and sensitive information (PPSI) or any non PPSI information which assembled together would allow a reasonable person to identify an individual. Sensitive data includes, but is not limited to:

    1. Student personally identifiable information, except as allowed by the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99);

    2. Social Security Number;

    3. Driver's License Number or non-drivers card number;

Technology Security for Personal, Private and Sensitive Information
Employee Personal Identifying Information (Continued)

4. Account number, credit or debit, in combination with any required security code, access code, or password which would permit access to an individual's financial account;

5. All of "personally identifiable information" of students, teachers, and District employees under Education Law §2-d and Part 121 of the regulations of the Commissioner of Education

SUBJECT: TECHNOLOGY SECURITY MANAGEMENT

Sensitive Data

Data Sensitivity

b) For the purpose of this regulation, "sensitive data" is considered any and all student and employee data which is considered personal, private and sensitive information (PPSI) or any non PPSI information which assembled together would allow a reasonable person to identify an individual. Sensitive data includes, but is not limited to:

1. Student personally identifiable information, except as allowed by the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99);

2. Social Security Number;

3. Driver's License Number or non-drivers card number;

4. Account number, credit or debit, in combination with any required security code, access code, or password which would permit access to an individual's financial account;

5. All of "personally identifiable information" of students, teachers, and District employees under Education Law §2-d and Part 121 of the regulations of the Commissioner of Education

All the above information should be stored only on district approved information management systems that are password protected with access limited by users' rights. The District shall not sell nor use or disclose any of the above information for marketing or commercial purposes or permit or facilitate another party to use or disclose any of the above information for marketing or commercial purposes. The District shall take steps to minimize the collection, processing and transmission of sensitive data.

c) District employees having access to sensitive information shall receive annual training which emphasizes their personal responsibility for protecting student and employee information, including compliance training on all state and federal laws that protect personally identifiable information.

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

e) Personal information shall mean any information concerning a person which, because of name, number, symbol, mark, or other identifier, can be used to identify that person.

f) All employees should be aware that inclusion of PPSI in email correspondence possesses a security risk. Every effort should be made to limit the amount of PPSI information included in email to that necessary to reasonably conduct district business.

Workstation Security

a) District shall ensure that user workstations must not be left unattended when logged into sensitive systems or data including student or employee information. Workstations will lock after a period of inactivity.

District shall ensure that all equipment that contains sensitive information will be secured to deter theft. All District employees that are issued devices that can be used remotely will be trained annually on how to safeguard sensitive data.

Computer Room Security

The District shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or District office areas. The District shall ensure that the network operations and back up location, is protected by appropriate access control.

SUBJECT: INFORMATION SECURITY MANAGEMENT

The District values the protection of private information of individuals in accordance with applicable law and regulations, and best practice. Therefore, District management and Information Technology (IT) staff will plan, deploy, and monitor IT security mechanisms, policies, procedures, and technologies necessary to prevent disclosure, modification, or denial of sensitive information. The District adopts the National Institute for Standards and Technology

Technology Security for Personal, Private and Sensitive Information
Information Security Management (Continued)

Cybersecurity Framework as their standard for data security and protection. The District has designated a Data Protection Officer that has appropriate knowledge, training and experience to be responsible for implementation of data security policies required by Education Law §2-d and Part 121 of the Regulations of the Commissioner of Education.

Therefore, the Data Protection Officer in collaboration with the Technology Department, shall:

a) Inventory and classify Personal, Private, and Sensitive Information (PPSI) on its systems to protect the confidentiality, integrity, and availability of information;

b) Control physical access to computer facilities, data rooms, systems, networks and data to those authorized personnel who require access to perform assigned duties;

c) Implement network perimeter controls to regulate traffic moving between trusted internal (District) resources and external, untrusted (internet) entities;

d) Grant access to systems and applications based upon the least amount of access to data and programs required by the user in accordance with a business need-to-have requirement;

e) Develop a business continuity/disaster recovery plan appropriate for the size and complexity of District IT operations to ensure continuous critical IT services;

f) Deploy to servers and workstations software to identify and eradicate malicious software attacks such as viruses and malware;

g) Ensure that every use and disclosure of personally identifiable information benefits the students and the District;

h) Ensure that personally identifiable information is not included in any public reports; and

i) Ensure that the District's systems follow NIST CFS and that all technologies, safeguards and practices at a minimum meet the NIST CFS standard.

Technology Security for Personal, Private and Sensitive Information

SUBJECT: THIRD PARTY CONTRACTORS

The District will ensure that contracts involving the disclosure of personally identifiable information with third-party contractors or separate data sharing and confidentiality agreements require the confidentiality of shared personally identifiable information be maintained in accordance with federal and state law and the District's data security and privacy policy. Additionally, all such contracts entered into with third-party contractors must include a data security and privacy plan that conforms with federal and state law, including Education Law §2-d and Part 121 of the Regulations of the Commissioner of Education, and all contracts must include a signed copy of the Parents' Bill of Rights (Exhibit 3802-E).

In accordance with Education Law § 2-d(5)(b)(1) and Section 121.5 of the Regulations of the Commissioner of Education, disclosure of personally identifiable information from the student records of the District, including directory information, to individuals or entities other than the parent/guardian or eligible student or which is not otherwise permitted by applicable consent or provision of Education Law § 2-d, shall be predicated upon a determination that the proposed use would benefit students and the District (e.g., improve academic achievement, empower parents and students with information, and/or advance efficient and effective school operations).

Adopted:
April 23, 2018
Revised:
June 29, 2020
Revised:
March 21, 2022
Revised:
August 21, 2023
Reviewed:
September 16, 2024

PATCHOGUE-MEDFORD SCHOOLS
241 SOUTH OCEAN
AVENUE PATCHOGUE,
NEW YORK 11772

PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

The Patchogue-Medford School District is committed to protecting the privacy and security of student, teacher, and principal data. The District will disclose personally identifiable information (PII) from student records, without consent, to other school officials within the District whom the District has determined to have legitimate educational interests. School Officials are persons who have legitimate education interest in a student record who is employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and security personnel); a member of the Board of Education; a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as disciplinary or grievance committee, or assisting another school official performing her/his tasks.

A school official has a legitimate education interest if they need to review a student's record in order to fulfill their professional responsibilities.

Upon request, the district will disclose education records without consent to an official of another school district in which a student seeks to, or intends to enroll, or is actually enrolled.

Personally identifiable information will be released to third party authorized representatives for the purposes of educational program audit, evaluation, enforcement or compliance purposes. The District, at its discretion, releases directory information without prior consent, unless the parent/guardian or eligible student has exercised their right to prohibit release of the information without prior written consent.

Upon request, the District will disclose a high school students' name, address and telephone number to military recruiters and institutions of higher learning unless the parent or secondary school student exercise their right to prohibit release of the information without the prior written consent.

The Patchogue-Medford School District, in recognition of the risk of identity theft and unwarranted invasion of privacy, affirms its commitment to safeguarding student PII in educational records from unauthorized access or disclosure in accordance with State and Federal law.

Parents' Bill of Rights for Data Privacy and Security (Continued)

The Patchogue-Medford School District establishes the following parental bill of rights:

- Student PII will be collected and disclosed only as necessary to achieve educational purposes in accordance with State and Federal Law.
- A student's PII cannot be sold or released for any marketing or commercial purposes by a third-party contractor. The district will not sell student PII. The District will not release student PII information for commercial purposes.
- Parents have the right to inspect and review the complete contents of their child's education record (for more information about how to exercise this right, see 5500-R).
- State and federal laws, such as NYS Education Law §2-d and the Family Educational Rights and Privacy Act, protect the confidentiality of students' PII. Safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.
- A complete list of all student data elements by the State Education Department is available for public review at http://www.p12.nysed.gov/irs/sirs or by writing to: Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234.
- Parents have the right to have complaints about possible breaches and unauthorized disclosures of student's data addressed. Complaints should be directed to:The District Data Privacy Officer, 241 S. Ocean Avenue, Patchogue, New York (the bullet below needs to be moved up to this line)11772 or to the New York State Education Department online at http://www.nysed.gov/data-privacy-security/report-improper-disclosure, by mail to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 or by email to privacy@mail.nysed.gov or by telephone at (518) 474-0937.
- Parents have the right to be notified in accordance to applicable laws and regulations if a breach or unauthorized release of their student's PII occurs.
- Parents can expect that educational agency workers who handle student PII will receive annual training on applicable federal and state laws, regulations, educational agency's policies and safeguards which will be in alignment with industry standards and best practices to protect PII.

Supplemental Information Regarding Third-Party Contractors:

In the course of complying with its obligations under the law and providing educational services, Patchogue-Medford has entered into agreements with certain third-party contractors. Pursuant to such agreements, third-party contractors may have access to "student data" and/or "teacher or principal data." Each contract the District enters into with a third party contractor where the third party contractor receives student data or teacher or principal data will include information addressing the following:

Parents' Bill of Rights for Data Privacy and Security (Continued)

1. The exclusive purposes for which the student data or teacher or principal data will be used;

2. How the third party contractor will ensure that the subcontractors, persons or entities that the third party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements;

3. When the agreement expires and what happens to the student data or teacher principal data upon expiration of the agreement;

4. If and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected; and

5. Where the student data or teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected, including whether such data will be encrypted.

Third Party Contractors are required to:

1. Provide training on federal and state law governing confidentiality to any officers, employees, or assignees who have access to student data or teacher or principal data;

2. Limit internal access to education records to those individuals who have a legitimate educational interest in such records.

3. Not use educational records for any other purpose than those explicitly authorized in the contract;

4. Not disclose student PII to any other party (i) without the prior written consent of the parent or eligible student; or (ii) unless required by statute or court order and the third-party contractor provides a notice of the disclosure to the New York State Education Department, board of education, or institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by the statute or court order;

5. Maintain reasonable administrative, technical and physical safeguards to protect the security, confidentiality and integrity of student PII in its custody;

6. Use encryption technology to protect data while in motion or in its custody from unauthorized disclosure as specified in Education Law §2-d;

Parents' Bill of Rights for Data Privacy and Security (Continued)

7. Notify Patchogue-Medford School District of any breach of security resulting in an unauthorized release of student data or teacher or principal data, in the most expedient way possible and without unreasonable delay;

8. Provide a data security and privacy plan outlining how all state, federal and local data security and privacy contract requirements will be implemented over the life of the contract;

9. Provide a signed copy of this Bill of Rights to the Patchogue-Medford School District thereby acknowledging that they are aware of and agree to abide by this Bill of Rights.

This Bill of Rights is subject to change based on regulations of the Commissioner of Education and the New York State Education Department's Chief Privacy Officer, as well as emerging guidance documents.

Adopted:
June 29, 2020
Revised:
October 24, 2022

COMPUTER PASSWORD POLICY

Employees and students at Patchogue-Medford School District access a variety of IT resources, including computers and other hardware devices, data storage systems, and other accounts. Passwords are a key part of Technology's strategy to make sure only authorized people can access those resources and data.

All employees and students who have access to any of those resources are responsible for choosing strong passwords and protecting their log-in information from unauthorized users. The purpose of this policy is to make sure all Patchogue-Medford School District resources and data receive adequate password protection. The policy covers all employees who are responsible for one or more accounts have access to any resource that requires a password.

Your password is more than just a key to your computer or online account. It is a gateway to all of your important information. If your password falls into the wrong hands, a cyber criminal can impersonate you online, access your bank or credit card accounts, sign your name to online service agreements or contracts, engage in financial transactions, or change your account information.

Unfortunately, many users are still not taking necessary steps to protect their accounts, such as using strong passwords. Far too often, passwords with simple combinations such as 123456, password, qwerty, or abc123 are being used. In other cases, people simply use their pet's name or their birth date -- information that can be easily found online, such as on a Facebook or genealogy page.

Password Creation

- Passwords must have at least eight characters and include upper case (capital) and lowercase letters, numbers and symbols. These requirements will be enforced with software where possible.
- Do not use words and proper names, regardless of language. Hackers use programs that try every word in a dictionary.
- Do not use personal information -- name, children's name, birthdates, etc. that someone might already know or easily obtain.
- If it appears that an unauthorized person has logged in to an account; the password must be changed immediately and the District's IT department should be notified.
- Use different passwords for each account you have.
- Make sure your work passwords are different from your personal passwords.
- Default passwords - such as those created for new employees when they start or those that protect new systems when they're initially set up they must be changed as soon as possible.

Computer Password Policy (Continued)

Protecting Your Passwords

- DO NOT write down your passwords. If you need to remember your passwords, write down a hint to a password, but never the password itself. Store the hint in a safe place away from your computer.
- Do not share your password with anyone – attackers may try to trick you via phone calls or email messages into sharing your password.
- Do not reveal your password on surveys, questionnaires or security forms.
- Decline the "Remember Password" feature in browsers.
- Always remember to logout when you will be away from a District computer.

Adopted:
April 23, 2018
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March 21, 2022

ARTICLE IV

PERSONNEL

1. **Professional**

A. Permanent

1. Substance Abuse Control 4114
   a. Drug and Alcohol Abuse Policy for School Bus Drivers 4114.1
2. Duty Officer Function and Procedure 4116.1
3. Administrative Evaluation Responsibilities 4117.2

B. Temporary and Part-Time

1. Student-Teachers 4123

C. Activities

1. Staff Development Opportunities 4131
2. Professional Trips 4133
3. In-District Mileage Rates 4133.1
4. Home Teaching 4134
5. Employee Bargaining Units 4135

D. Compensation and Related Benefits

1. Board Members Under Workers' Compensation. 4144
2. Tax-Sheltered Annuities 4145
3. Employee Assistance Program 4147
4. Absences of Principal, Director or Administrator 4151.1
5. Confidential Medicaid Disclosure 4160
6. Medicaid Compliance Policy 4161

2. Classified and Certified

A. Employment

1. Appointment to Positions in Operational Unit 4211
2. Food Services Director 4216.3
3. Facilities Director 4216.5

B. Activities

1. Restrictions for the Operation of School District Vehicles 4227.2

ARTICLE IV (Continued)

PERSONNEL

2. Classified and Certified
B. Activities (Continued)

2. Employees With Infectious Diseases. 4310
3. Disclosure of Wrongful Conduct 4311
4. Conditional Appointment and Emergency Conditional Appointment of Staff Members Subject to Such Appointments (S.A.V.E.) 4313
5. Workplace Violence Prevention 4314
6. Sick Leave-Return to District Service 4320
7. Employee Leave Records 4321
8. Family and Medical Leave Act (FMLA) 4330
9. Technology Acceptable Use Policy……....…….4410
10. Remote Access to Computer Network……..4411
11. Information Security Breach and Notification…….4412
12. Computer Controls....4420
13. Employee Fingerprinting 4425
14. Social Networking Sites....4430
15. Staff-Student Relations 4431
16. Rights of Employees to Express Breast Milk in the Workplace.....4440

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Updated 1/22/24
Updated 10/28/24

SUBSTANCE ABUSE CONTROL
Subsection 4114.2

The Board of Education believes that substance abuse is, in the words of former United States Secretary of Education William J. Bennett, "in America today, the most serious threat to the health and well-being of our children ...." Mr. Bennett continues, "drug use impairs memory, alertness, and achievement. Drugs erode the capacity of students in school to think and act responsibly. The consequences of using drugs can last a lifetime....Drug use is found among students in the city and country, among the rich, poor, and the middle class." In the view of California Attorney General John Van DeKemp, "it is a sad and sobering reality that trying drugs is no longer the exception among the high school students. It is the norm." The 1986 Gallup Youth Polls stated that "when 13- to 18-year-olds were asked to name the biggest problems facing young people today, drugs led their list....No other issue approaches this level of concern."

On a national level, 65% of high school seniors had used alcohol at least once in the past 12 months, while 43.1% used alcohol in the past 30 days. Further the percentage of New York high school-age students who engage in the use of illicit substances far exceeds the national percentage.

Persons who work with students have come under close scrutiny as the Board of Education becomes keenly aware of the key issues which give rise to substance abuse among students. In the Patchogue-Medford School District, adults who work with students are highly educated and experienced and have shown a willingness to participate in educational reform and to enroll in training programs which are directed to meet the problems that beset modern life. Inasmuch as there is a consistent turnover in the work force of the district, there exists an excellent foundation for training new persons to meet the challenge of today's students and the conditions which lead to substance abuse. The Board of Education wishes the Patchogue-Medford School District to be in the forefront of the effort to strengthen educational programs, and part of this effort involves a significant devotion to fighting substance abuse. Recognizing the very positive achievements for improving the educational climate for its students, the Board of Education desires that elected officials and the work force having contact with students maintain beliefs and attitudes acknowledging that substance abuse is one of the leading causes of failure among students and, indeed, the most serious threat to a healthy life.

Substance Abuse Control (Continued)
Subsection 4114.2 (Continued)

The Board of Education, with direct encouragement and financial subsidies, has initiated the creation of a substance abuse education program which begins in the elementary schools and continues through Grade12. Our school administrators and nurses are assigned to work exclusively with the issue, but more importantly, a critical mass of the work force has received extensive training to attack the problems associated with substance abuse. The training was promoted with the belief that those adults with whom students have contact must be effective in advancing the attitudes and the school climate which ultimately motivates students to shun controlled substances. Adults working with students in the Patchogue-Medford Schools must be beyond reproach when the issue of substance abuse arises; they must be models for the students, both on and off duty.

REASONABLE SUSPICION
Subsection 4114.2a

The New York State Court of Appeals instructs that grounds for administering medical tests for controlled substances to employees shall require reasonable suspicion on the part of the school authorities. The Board of Education interprets this to mean that the court desires more than general suspicion, curiosity, rumor, or hunch to justify the administration of the test. Factors producing reasonable suspicion include the observation of special and describable behavior or activity which leads to the belief that a person is engaging in or has engaged in the prohibited conduct of substance abuse.

The Board of Education will restrict controlled substance testing to those persons who create a reasonable suspicion that they have engaged in the use of a controlled substance and to others who are candidates for employment or candidates for assignment as a school volunteer. These restrictions are created to safeguard individual rights and to identify the standard to which persons subject to substance identification testing are to be held accountable. Reasonable suspicion may be founded on one or more of the following:

1. An investigation by the Board of Education or by the superintendent of schools that a person has used a controlled substance.

2. An observation by a school official that a person may be under the influence of a controlled substance or that a person exhibits the physical or psychological characteristics caused by the use of a controlled substance.

3. Some other factors which may lead the Board of Education or the superintendent of schools to reasonably conclude that a person used a controlled substance.

Substance Abuse Control (Continued)

INITIATING ACTION
Subsection 4114.2b

A person who believes that another is engaged in the use of a controlled substance is encouraged to report it to the Board of Education or to the superintendent of schools. The person alleged to have used a controlled substance may request a meeting with the superintendent of schools or with the president or the vice president of the Board of Education. The person may be accompanied during the meeting by any other person who may wish to serve as an advisor or as spokesperson. If after an investigation, the Board of Education or the superintendent of schools reasonably suspects that a person has engaged in the use of a controlled substance, then a medical test for substance identification will be required. If the test results are negative, the issue will be closed with no further action. Positive results on an initial test will require the district to validate the test by offering a second opportunity for the person to be tested. If the final results confirm use, the district will be guided by the advice of medical authorities from that point onward, and the person will be encouraged to obtain immediate treatment.

Failure to comply with a directive to submit to a testing or failure to enter and successfully complete a prescribed program devised by medical authorities shall cause the Board of Education to invoke disciplinary procedures against such person.

TEST ADMINISTRATION
Subsection 4114.2c

The superintendent of schools shall establish the conditions for conducting substance identification testing and select the professional personnel who are to administer the tests. The superintendent of schools shall be guided when making selections by the advice of the school district's legal counsel and by the advice of medical authorities who are recognized practitioners in the applicable field of medicine. Professional personnel administering the tests or the taking of specimens will not be regular employees of the school district.

SUBSTANCE ABUSE DEFINITION
Subsection 4114.2d

Substance abuse shall mean the use of one or more of the controlled substances identified in Sections 3306 and certain hazardous inhalants identified in Section 3380 of the New York State Public Health Law.

Substance Abuse Control (Continued)

CANDIDATES FOR EMPLOYMENT
Subsection 4114.2e

As the Board of Education is presented with candidates for employment, the candidates will possess varying backgrounds, and they will have been exposed to unknown environments where substance abuse may have been prevalent. It is in the best interest of the school district for the Board of Education to provide itself with assurances concerning a candidate's fitness to perform and to provide the necessary role model for the students. Candidates for employment and persons applying for volunteer assignments will undergo a medically supervised substance identification test in accordance with administrative regulations established by the superintendent of schools.

PERSONS AFFECTED BY POLICY
Subsection 4114.2f

This policy shall apply to members of the Board of Education, employees, certified volunteers, and any other person who maintains regular contact with students enrolled in programs sponsored by the school district.

INDIVIDUAL RIGHTS
Subsection 4114.2g

Nothing in this policy shall be construed to abridge the rights of the school district or an individual as stated in collective bargaining agreements and relevant laws.

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August 26, 2019
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October 24, 2022

DRUG AND ALCOHOL ABUSE POLICY FOR SCHOOL BUS DRIVERS

I. Purpose

The District is gravely concerned about alcohol abuse and illegal drug use. Such use and abuse adversely affect work quantity and quality, jeopardize employee health and can create an unacceptably dangerous work environment. Therefore, to promote a safe, healthy and productive work environment, the District intends to implement this substance abuse policy.

The United States Department of Transportation (DOT) has issued regulations which require the District to conduct drug and alcohol testing of drivers.

The District intends to incorporate as its own and fully comply with the DOT drug and alcohol regulations as stated in this policy. In addition, if the DOT regulations are amended, the District will comply with the amended regulations automatically without reissuing this policy.

Alcohol and Drug testing will be conducted on any current and/or prospective driver and/or an employee/prospective employee with a Commercial Drivers License (CDL) who performs safety sensitive functions and operates a vehicle in excess of 26,000 pounds and/or a vehicle designed to carry 16 passengers (including the driver).

II. Definitions

For purpose of this Policy and the District drug and alcohol testing program, "safety-sensitive function" means any of the following:
(i) driving; (ii) the time spent waiting to be dispatched, at a carrier's or shipper's terminal, plant facility or other property, unless the driver has been relieved from duty; (iii) inspecting, servicing or conditioning equipment; (iv) being in or on a commercial motor vehicle (except resting in the sleeper berth); (v) loading or unloading, including supervising or assisting in loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle; giving or receiving receipts for a shipment being loaded or unloaded; (vi) securing the vehicle and taking all of the other precautionary measures required by DOT's regulations following an accident (49 C.F.R. 392.40 and 392.41); (vii) repairing, obtaining assistance, or attending a disabled vehicle.

For purpose of this Policy and the District drug and alcohol testing program, "District business" includes, but is not limited to, work performed on or in District property including a District vehicle, and work performed on or in a non-District vehicle being used for school district purposes; the term also includes meal and break times.

For purposes of this Policy and the District drug and alcohol testing program, "refusing to be tested" means any of the following: (i) failing to provide an adequate urine specimen for a drug test without a valid medical explanation; (ii) failing to provide adequate breath for an alcohol test without a valid medical explanation; (iii) failing to submit to a test as directed; or (iv) engaging in any conduct which clearly obstructs the testing process.

Drug and Alcohol Abuse Policy for School Bus Drivers (Continued)
II. Definitions (Continued)

For purpose of the Policy and the District alcohol testing program, an alcohol test will be considered "positive" when the alcohol concentration level registers 0.02 or greater.

"Under the influence" means, with respect to drugs, the presence in an employee's system of any detectable amount of a drug, or its metabolites, and speech, actions or an appearance which lead a supervisor to reasonably suspect that the employee's ability to perform his or her job safely and effectively has been impaired by drugs.

The term "drugs" includes any and all controlled substances, such as, but not limited to marijuana, cocaine, amphetamines, PCP, opioids. The term "drugs" also includes prescription and over-the-counter medications which are being abused.

III. **Prohibitions**

The following employee conduct is prohibited: (i) drivers are prohibited from using, being under the influence of, or possessing illegal drugs; (ii) drivers are prohibited from using or being under the influence of legal drugs that are being used illegally; (iii) drivers are prohibited from using or being under the influence of legal drugs whose use can adversely affect the ability of the driver to perform his or her job safely; (iv) drivers are prohibited from selling, buying, soliciting to buy or sell, transporting, or possessing illegal drugs while on District time or property; (v) drivers are prohibited from using alcohol within eight (8) hours of driving or performing any other safety-sensitive function; (vi) drivers are prohibited from using or being under the influence of alcohol at any time while driving or performing any other safety-sensitive function; (vii) drivers are prohibited from possessing any amount of alcohol (including possessing medications which contain alcohol) while on duty or driving, unless the alcohol is manifested and being transported as part of the shipment; (viii) testing positive for drugs and/or alcohol; (ix) refusing to be tested for drugs and/or alcohol; (x) failing to submit to a drug and/or alcohol test as directed by the District; (xi) failing to stay in contact with the District and its medical review officer while awaiting the results of a drug test; (xii) violating any applicable federal and/or state requirement governing the use of drugs or alcohol; (xiii) doing anything to obstruct the District goals with respect to drug and alcohol testing.

A driver who violates these prohibitions will be subject to disciplinary action mandated by the DOT. Drivers who violate these prohibitions will also be subject to disciplinary action by the District from a warning up to and including discharge. In addition, any driver who is convicted by the judicial system of a misdemeanor for a drug or alcohol-related matter will be subject to disciplinary action from a warning up to and including termination of employment.

IV. **Queries**

Effective January 6, 2020 the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse will begin. The Clearinghouse contains information on failed drug or alcohol tests on drivers with commercial driver's licenses (CDL drivers) who are covered by the FMCSA's Drug and Alcohol Program. This also includes drivers with learner's permits.

Drug and Alcohol Abuse Policy for School Bus Drivers (Continued)
IV. Queries (Continued)

CDL drivers who are covered by the FMCSA's Drug and Alcohol Program must self-register on the Clearinghouse Website. https://clearinghouse.fmcsa.dot.gov/register. The Clearinghouse gives employers, FMCSA, State Driver Licensing and State law enforcement personnel real-time information about CDL driver drug and alcohol program violations, thereby enhancing safety on our nation's roadways. There is no cost for the employee to register.

CDL drivers are to sign consent forms giving permission to the Patchogue Medford School District to pull full and partial queries of these results and annual checks of current employees from the Clearinghouse website for the duration of their employment. (See Appendix A)

The Patchogue Medford School District is required to pull a limited query for annual checks on current drivers or Ad hoc/periodic check on drivers. Full queries are to be pulled for pre-employment on prospective drivers, or a limited query for returned records found for a queried driver or an Ad Hoc/periodic check on a driver.

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ADMINISTRATIVE REGULATIONS TO DRUG AND ALCOHOL POLICY FOR SCHOOL BUS DRIVERS

I. Tests Required

Testing for affected district employees will be conducted under the following circumstances:

School Bus Drivers DOT Drug/Federal (Part 40 of Title 49) - (before a driver-applicant is hired or an existing employee performs safety sensitive functions). The applicant will be informed to report for a drug and alcohol test and asked to sign a general consent and release to be tested . All offers to hire an applicant or transfer an existing employee to a driving position are contingent upon the applicant/employee signing the consent and release form for drug and alcohol testing; signing the District's authorization form to obtain past drug and alcohol test results from previous employers during the last 2 years ; taking the required drug and alcohol test and having negative results on both tests; passing required physical exams; complying with any other conditions or requirement of the District.

Post Accident Testing - A driver must submit to a post-accident drug and alcohol test as soon as possible after an accident on or off the job which:

i. Involves a fatality

ii. The driver receives a citation for a moving violation and either a person is injured and receives immediate medical treatment away from the scene or one or more vehicles are damaged and must be transported away from the scene.

iii. If a law enforcement official conducts a test at the scene, the driver must inform the District. A refusal to submit to a post-accident test is equal to a positive test result.

Random Testing - After first year of implementation, random testing of drivers will be conducted at the 50% rate for drug test, and the 25% rate for alcohol test.

Random testing will be unannounced and the driver must report to the collection site immediately after receiving notice of his/her selection. Any driver required to go for a test outside his/her workday will be reimbursed for additional time.

Refusal to report to the collection site or submit to the test will be equal to a positive test result.

Reasonable Suspicion Testing

Any affected employee must report to a collection site and provide a specimen if, in the opinion of a District official, there is reasonable cause to suspect the use of drugs and/or alcohol. Their

observations must be documented.

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)
I. Tests Required (Continued)
Reasonable Suspicion Testing (Continued)

Specimen collection for reasonable suspicion testing will take place under the following circumstances:

i. When an employee's error appears, on the basis of a preliminary investigation, to have caused an accident, injury, or damage to District or employee property or vehicle(s);

ii. Based upon employees' appearance, speech, body odor or actions, a supervisor reasonably suspects that the employees' ability to work may be impaired by alcohol and/or drugs; or the withdrawal effects of alcohol and/or drugs.

Employees who refuse to be tested are subject to discipline up to and including discharge, depending upon the circumstances.

The driver will be escorted to the collection site by an agent of the District and arrangement will be made for them to be transported to his/her home after the specimen is collected.

A driver who is directed to take a reasonable suspicion test will be placed on unpaid suspension pending the test results. If the result is negative the driver will be reimbursed for the time of suspension. A positive test result will result in disciplinary action up to and including termination from the time of suspension.

Return to Duty Testing

After a previous positive test, if the employee is not terminated, the employee must take a return to duty test and have a negative result before he/she can be considered for job assignment.

Follow-up Testing

After a previous positive test, if the employee is not terminated, the employee must participate in unannounced testing for 1 year after reinstatement. A minimum of 6 specimens and a maximum of 12 specimens will be collected.

Payment For Testing

The cost of all testing will be the responsibility of the District.

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)

II. Test Procedures

A. Split sample urine specimens will be collected at a designated collection site in a manner which substantially conforms to DOT/FEDERAL regulations (Part 40 of Title 49) designed to prevent sample switching and tampering. Urine specimens will be sealed and sent to the designated NIDA certified laboratory for testing. Detailed records will be kept to prevent misidentification of samples.

B. The following procedure will apply to all specimen collections:

1. The applicant/employee will provide a urine sample at the assigned collection site at the appointed time.

2. The applicant/employee will participate in the chain of custody procedures in order to insure accurate collection by:

- completing and signing consent, release of information**;** and Chain of Custody forms.

- following DOT/FEDERAL urine collection procedures in cooperation with the collection site.

3. Under split specimen procedures, the donor must provide 45 ml. in a specimen container. The collector will pour 30 ml. into one bottle and seal it; the remaining sample of 15 ml. will be sealed in a second bottle. Both bottles will be sent to the laboratory. The bottle with 30 ml. will be the primary specimen. The second bottle will be held by the laboratory and analyzed only after a verified positive by the Medical Review Officer and the employee requests the analysis within 72 hours of notification by the MRO.

4. If the applicant/employee refuses to provide the specimen for drug testing, such refusal will be considered equal to a positive test and the same consequences will apply.

C. All positive urine screens will be confirmed through GC/MS testing (Gas Chromatography/Mass Spectrometry) before any discipline is imposed or hiring decisions are made.

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)
II. Test Procedures (Continued)

D. A Medical Review Officer (MRO) will review all DOT regulated drug tests performed by the laboratory. The MRO is to determine whether positive test results indicate illegal drug use or whether other medical explanations could account for the result. The MRO will inform the employee of his findings. Subsequently, the results will be reviewed by the District's physician for review and recommendations.

On all "positive" drug screen test results, the MRO will make two attempts on two consecutive days contact the applicant/employee and review his findings. If the applicant cannot be reached during the above mentioned time frame, the District management will be contacted and asked to contact the applicant/employee and have such person make themselves available to the MRO to review his/her findings. Where the applicants/employees do not make themselves available to be contacted by the MRO, the consequences to the applicants/employees will be equal to that of a positive test result, which is immediate discipline, up to and including termination.

E. **Alcohol Tests**

All alcohol tests conducted under this Policy require that the driver provide a breath specimen. The driver must provide either a breath or blood specimen, as directed by a law enforcement officer after an accident.

Alcohol Test will be administered using a breath specimen, taken by a breath alcohol technician (BAT) using an approved breath testing device (EBT), except in cases of on-scene post-accident testing conducted by federal, state, or local officials.

Before being tested by the District, each driver will be required to (i) present his/her personal identification, and (ii) execute a DOT "Breath Alcohol Test Form" provided by the BAT. A driver who refuses to provide his/her identification, provides a false identification, refuses to execute the DOT "Breath Alcohol Test Form" or who otherwise refuses or fails to cooperate will be treated as though he/she had tested positive and will be subject to disciplinary action, up to and including discharge, in addition to the penalties imposed by the DOT.

Prior to each alcohol breath test conducted by the District, the BAT will instruct the driver on how the test will be performed.

To protect each driver, the BAT will attach to the testing device an individually-

sealed mouthpiece in the driver's view. The driver will then be directed to blow

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)
II. Test Procedures (Continued)
E. Alcohol Tests (Continued)

forcefully into the breath testing device until an adequate amount of breath has been maintained.

In the event that a driver is unable to provide an adequate amount of breath for the initial or confirmatory test after several attempts to do so, the driver will be required to submit to an evaluation by a licensed medical physician to determine whether a valid medical condition exists. If the physician determines that a valid medical condition does exist, the test result will be reported to the District as "negative". If the physician determines that a valid medical condition does not exist, the result will be reported to the District as a "confirmed positive".

In the event that the driver provides an adequate breath specimen and the initial test registers an alcohol concentration level that is less than 0.02, the test result will be recorded as a "negative" and no additional tests will be required at that time.

In the event that the driver provides an adequate breath specimen and the initial test registers an alcohol concentration level of 0.02 or greater, a second, confirmatory test will be performed. In the event that the driver provides adequate breath specimen and the confirmatory test registers less than 0.02, the test result will be reported to the District as "negative".

If the driver is not terminated, they must be evaluated by a Substance Abuse Professional (SAP) and follow the suggestions for treatment made by the SAP. Prior to returning to work, the driver must submit to a return to duty test and the results must be negative.

III. Consequences

The consequence of testing positive for drugs is:

Removal from position; and/or

Appropriate penalty consistent with due process of Section 75 of Civil Service Law if appropriate; and/or

Referral by the district to a drug/alcohol counselor is the sole discretion of the district at the employee's sole expense for an evaluation. If the counselor concludes

that the employee has a drug or alcohol problem, the employee shall be required to

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)
III. Consequences (Continued)

enter an approved counseling/treatment program, successfully complete the program and consent in writing to the disclosure by the program of its recommendations, and dangers it perceives in connection with the employee's continued performance of his or her job and whether the employee is complying and has successfully completed the program.

The consequence of testing positive for alcohol is:

The district shall prohibit any driver whose confirmatory test registers 0.02 or more but less than 0.04 from performing or from continuing to perform any safety-sensitive function until the driver's next regularly-scheduled duty period, but for no less than 24 hours, and may be subject to additional disciplinary action by the District, up to and including discharge.

A driver who, after providing an adequate breath specimen, has a confirmatory test which registers 0.04 or greater will, at a minimum be suspended without pay until his/her next regularly-scheduled duty period, but for no less than 24 hours, and will be subject to additional disciplinary action by the District, up to and including discharge.

IV. Confidentiality and Privacy

The District will attempt to insure that all aspects of the testing process are as private and confidential as reasonably practical. Actual test results will be provided to supervisors and managers who have a need to know such information, to the person tested, the District's physician, and any person permitted or required by law or regulation to receive such information. Except as required by law, test results will not be disclosed to co-workers, an employee's family, uninvolved supervisors, or law enforcement authorities without the specific permission of the person tested.

The District will, however, inform the police of trafficking in illegal drugs by employees and will turn over any illegal drugs confiscated on District property to the police.

V. Voluntary Treatment and Counseling

Employees who request treatment or leaves of absence for treatment will not be subject to discipline; employees may not, however, escape discipline by first requesting such treatment or leaves after being selected for testing or violating District policies and rules. Such requests for

treatment will be kept confidential in accordance with federal and state law.

Administrative Regulations to Administer Board of Education Policy 4114.1(Continued)
V. Voluntary Treatment and Counseling (Continued)

Any employee who feels he or she may have a substance abuse problem is urged to contact **the Employee Assistance Hotline at 1-888-734-8217 or The Family Center.** Such employees will not be disciplined or retaliated against. We are interested in a safe workplace, and a healthy and productive workforce, not in punishing employees who come to us for help.

VI. Employee Assistance and Training Program

Every employee will be notified of the District policy at the time of their employment and during the education/training program.

A. The District will provide an education and training program for its employees and supervisory personnel who will determine whether an employee must be drug tested based on reasonable cause. The education program will include the following:

   i. Display and distribution of informational material;

   ii. Display and distribution of community service agencies and Substance Abuse Professionals (SAP's) providing employee assistance;

   iii. Display and distribution of the District's policy regarding the use of prohibited drugs.

Employees and supervisory personnel completing such training will determine whether an employee must be drug tested based on reasonable cause. Such training will include at least one 60 minute period of training on the specific, contemporaneous physical, behavioral, and performance indicators of probable drug use and an additional 60 minutes on alcohol abuse.

Notwithstanding the foregoing, the failure of an employee or supervisor to participate in or complete such program shall not make such employee or supervisor ineligible to make probable cause determinations as aforesaid.

VII. Discipline for Possessing, Using, Selling, Buying or Transferring Drugs or Alcohol

Employees caught possessing, using, selling, buying, or transferring drugs or alcohol while at work, on District premises, or while using District Vehicles will be terminated.

Employees arrested for selling drugs to, or buying them from another employee will be suspended without pay and if convicted, terminated. Depending on the circumstances, employees arrested

for and convicted of other drug offenses may also be terminated.

VIII. Application of Policy and Regulations to Private Transportation Contractors

All transportation providers shall be required to incorporate this policy and its regulations as their own as a condition of all transportation contracts entered into with the district or with respect to any extensions thereof.

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DUTY OFFICER FUNCTION AND PROCEDURE

The duty officer acts in emergencies when an administrator with responsibility for a specific program cannot be contacted or when general or multi-level problems or emergencies occur. A member of the district office administrative staff serves as duty officer on a daily basis and for weekends/holidays. The duty officer is available on weekdays at the office between 8 a.m. and 5 p.m. and thereafter at home. On weekends/holidays the duty officer assignment begins on Fridays at 5 p.m. and continues to Monday mornings at 8 a.m.

Assignments have been made for the assistant superintendent for business and for the assistant superintendent for instruction. The schedule shall be distributed to appropriate parties at the commencement of the fall, spring and summer semesters.

The duty officer may be contacted via telephone at office, home, via pager, or forwarding telephone. Forwarding telephone number information is available from secretaries at the office or from family at home. The duty officer carries a portable pager at times when regular telephone service is not available. The pager is activated from the district's security service contractor. Upon a signal from the pager, the duty officer telephones the security officer at the number affixed to the portable pager to ascertain the nature of the emergency or the name and number of the person attempting to make a contact.

Problems or difficulties which are related to protection and use of the physical property of the school district are generally discovered by security personnel, Suffolk County Police, fire department officials, other official and unofficial community agencies, interested and concerned community members and by employees and officials of the school district. Such problems include broken windows, unlocked or unsecured doors or windows, suspicions of break-ins, vandalism, personal injury, unauthorized or improper uses of school sites and property and the like.

When security personnel become aware of these and other such problems, they are to use the following priority order for notification and contact: chief or head custodian, principal, assistant principal, director of facilities, director of security, assistant superintendent for business, duty officer, police department, fire department, superintendent of schools.

Fires, major storm damage or similar emergencies involving the property of the school district will be reported by security to both the director of security and director of facilities first.

Duty Officer Function and Procedure (Continued)

At times when schools are not in session, problems referred to or discovered by security personnel or other agencies which deal with children or with adults involved in school-related activities, such as field trip accidents or accidents while on trips to athletic events, or by injury to a pupil or adult on a school site or during a school activity, the priority order for reporting will be modified as follows: principal, assistant principal, director of security, director of facilities, duty officer, superintendent of schools.

Problems requiring action at the building will be referred to the custodial supervisor, or the head of maintenance followed by custodians assigned to the school that is involved, by the duty officer.

The assistant superintendent for business will assure that all concerned parties have up-to-date lists of names and telephone numbers. Such parties will include police and fire departments, and school district officials. The names of teachers will not be included on such lists.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

ADMINISTRATIVE EVALUATION RESPONSIBILITIES

Administrators who have responsibilities for staff members who function in non-teaching capacities will be responsible for conducting annual evaluations. The evaluations will be limited to the specific non-teaching tasks that these staff members perform.

Policy Adopted:
June 4, 2001
Policy Revised:
November 22, 2021

Administrative Regulations

ADMINISTRATIVE EVALUATION RESPONSIBILITIES

Evaluation of Lead Teachers - Appointments of lead teachers are made for one (1) year. All lead teachers must be appointed by the school board on a yearly basis. All applicants must apply for appointment in compliance with instructions from the human resources office. Academic directors in consultation with principals will be responsible for the preparation of a yearly evaluation report. Yearly evaluation of lead teachers will consist of a narrative and conference, both of which must be completed by the last day of school. The evaluation is to be limited to lead teacher functions. The written evaluation must be submitted to the human resources office by June 30.

Evaluation of Deans - Appointments of deans are made for one (1) year. All deans must be appointed by the school board on a yearly basis. All applicants must apply for appointment in compliance with instructions from the human resources office. Principals of schools in which deans serve will be responsible for the preparation of evaluation reports of each dean. Yearly evaluation of deans will consist of a narrative and conference, both of which must be completed by the last day of school. The evaluation is to be limited to dean functions. The written evaluation must be submitted to the human resources office by June 30.

Evaluation of Consultant Teachers - Appointments of consultant teachers are made for one (1) year. All consultant teachers must be appointed by the school board on a yearly basis. All applicants must apply for appointment in compliance with instructions from the human resources office. Department administrators in consultation with principals will be responsible for the preparation of a yearly evaluation report. Yearly evaluation of consultant teachers will consist of a narrative and conference, both of which must be completed by the last day of school. The evaluation is to be limited to consultant teacher functions. The written evaluation must be submitted to the human resources office by June 30.

Evaluation of Staff Developers - Appointments of staff developers are made for one (1) year. All staff developers must be appointed by the school board on a yearly basis. All applicants must apply for appointment in compliance with instructions from the human resources office. Department administrators in consultation with principals will be responsible for the preparation of a yearly evaluation report. Yearly evaluation of staff developers will consist of a narrative and conference, both of which must be completed by the last day of school. The evaluation is to be limited to staff developer functions. The written evaluation must be submitted to the human resources office by June 30.

Regulations Revised:
June 4, 2001
Regulations Revised:
November 22, 2021

STUDENT TEACHERS

The Board of Education recognizes the responsibility of the Patchogue-Medford Schools, its administrative and teaching staff to utilize its expertise, experience and facilities for the preparation and training of future teachers.

Toward this end, the Board of Education encourages teacher-training institutions to utilize this school district for this purpose.

All student teachers will be assigned through the human resources office, with the prior approval of the superintendent of schools. Such assignments should be made only when this acceptance is clearly indicated by the director of the department and the building principal. A student teacher cannot be placed without the cooperation and approval of a supervising teacher. Assignments should reflect suitable conditions for student teaching. Student teachers should be accepted in accordance with administrative regulations developed for this purpose.

Student teachers will remain under the direct supervision of the cooperating teacher at all times and will adhere to a professional standard that includes, but not limited to the following:

- Arrive on time and fully prepared to fulfill your obligations
- Dress and act professionally at all times
- Refrain from communicating with students on social media
- Refrain from sharing personal contact information with students
- Wear a District ID badge at all times
- Embrace cultural competency and culturally responsive practices to ensure success for all students

Failure to adhere to the above guidelines and below administrative guidelines may result in the discontinuation of the student teacher placement.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
June 4, 2001

Policy Revised:
November 22, 2021

Administrative Regulations

STUDENT TEACHERS

1. A formal agreement between the teacher-training institution and the Patchogue-Medford School District must precede any student teaching assignment as developed by the human resources office. These agreements must clearly demonstrate that the teacher-training institution intends to provide supervision for its students. It is understood that the Patchogue-Medford School District is willing to act cooperatively in teacher training, but will not assume the principal responsibility for this task.

2. The assistant superintendent for human resources will consult with building principals as to interest and adequacies of facilities for assignment of student teachers. The principal, in turn, will nominate master teachers with whom student teachers may work. No student teacher will be assigned unless the supervising teacher indicates interest and agreement with this assignment.

3. In general, non-tenured teachers will not be assigned a student teacher.

4. In general, a Kindergarten-Grade 5 elementary school will not have more than five (5) student teachers per semester and no department in Grade 6-12 secondary schools will have more than two (2) student teachers per semester.

5. Every effort will be made to provide student teachers with classroom experiences which will cross grade levels and a variety of experiences in all areas of the subject matter within the academic discipline and will be in the spirit of State Education Department requirements. Student teaching experience should include work with children from a wide ability range.

6. Teaching assignments for student teachers will follow a pattern of gradually increasing responsibility. Student teachers are to be given opportunities for involvement with the learning process from the beginning of their assignment. Initial responsibilities for the student teachers might include providing extra help for individual students and other simple tasks. The degree of responsibility should be gradually increased to include more complex professional tasks until they are capable of leading the instructional program for the entire class.

7. Since sudden or unexpected assignment as a substitute teacher would detract from the pattern of gradual increase of responsibility and would detract from the planned college and school program, the use of student teachers as substitute teachers is educationally unsound for the children, the student teacher and the Patchogue-Medford School District. Exceptions to this rule should be made only in an emergency situation. In general, compensation for such services would be given to student teachers acting as a full-time substitute.

Student Teachers (Continued)
Administrative Regulations (Continued)

8. Student teachers are expected to meet professional standards of behavior. They are to report in and out of the building according to the procedure established for regular faculty members; they are to notify the principal when they are ill; they are to attend faculty and grade-level meetings; follow building procedures for lunch; etc.

9. The master teacher and the building principal will fully meet their responsibilities in evaluating and supervising the student teacher's work. Meeting this responsibility will satisfy the terms of the agreement with the college, but, most importantly, will satisfy the responsibilities as professional educators. Such supervision would include, but not be limited to, the following:

    a. Lesson planning
    b. Review of student work
    c. Grading pupils
    d. Observations

10. Observers of student teachers from the teacher-training institution shall be allowed to visit district instructional programs to perform their evaluation duties. They should report to the respective building principal before beginning their observation.

11. Exceptions to these regulations for good cause should be cleared with the human resources office.

Regulation Adopted:
August 28, 1973
Regulation Revised:
December 16, 1991
Regulations Revised:
June 4, 2001
Regulation Revised:
November 22, 2021

STAFF DEVELOPMENT OPPORTUNITIES

Continued professional growth and increased effectiveness on the part of the professional staff are essential for the success of educational programs and school operations. Professional growth of all staff members will be encouraged on an individual basis through planned inservice programs, and through district-sponsored training sessions. As required by SED, the district has developed a Professional Development Plan built around district-identified needs and goals. This plan was developed, and is updated yearly, by a committee of administrators, teachers and parents. Staff development opportunities will include, within budgetary limitations:

1. Special inservice courses and workshops.

2. Courses and workshops sponsored by the school district, universities, The State Education Department, and special-interest organizations such as Suffolk County Organization for the Promotion of Education (SCOPE).

3. Targeted district-sponsored training sessions, including coaching, mentoring and in class support.

4. Visitations to other classrooms and to other schools.

5. Attendance at professional conferences and meetings.

6. Membership on committees and in professional societies.

7. Professional internships.

As an incentive for professional development, the negotiated agreement between the Patchogue-Medford Congress of Teachers (PMCT) and the school district contains clauses which allow for the reimbursement of expenses or for an upgrading in salary classifications for individual staff members who become involved in certain professional growth opportunities. The superintendent of schools or the school superintendent's designee will have authority to approve release time for conferences, visitations, and meetings and to reimburse the participants in such activities as permitted within the school district's budgetary allocations.

Staff Development for Programs Relating to Students with Disabilities Subsection 4131.1

In recognition of the fact that many teachers and administrators are responsible for the educational programs for students who are classified as having a disability, the Board of Education will promote special development opportunities to prepare staff members to undertake the responsibilities relating to the education of children with disabilities. The school district

Staff Development Opportunities (Continued)
Staff Development for Programs Relating to Students with Disabilities, Subsection 4131.1 (Continued)

relies upon a number of agencies and consultants to provide this training. These include Special Education Training and Resource Centers (SETRC), BOCES, SED, private consultants and district personnel with special expertise.

Policy Adopted:
February 8, 1982

Policy Revised:
December 16, 1991

Policy Revised:
June 4, 2001

Policy Revised:
November 19, 2007

PROFESSIONAL TRIPS

The Superintendent of Schools may approve professional trips, i.e. conferences, up to the limit of $750 without prior Board of Education approval within the limits of the budget.

Conference requests are to be submitted using the approval form (see attachment/Exhibit 4133-A) as well as entered into Frontline Management System. Conference requests up to the limit of $750 require a minimum notification of two weeks so that all of the required paperwork can be properly completed and substitute staff members can be secured whenever necessary.

Conference requests exceeding the $750 limit and thereby requiring Board of Education approval require a minimum notification of 45 days so that all Board of Education agenda paperwork can be properly completed.

Policy Adopted:
November 20, 1967
Policy Revised:
December 16, 1991
Policy Reviewed:
April 2, 2001
Policy Revised:
March 19, 2007
Policy Revised:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 18, 2021
Policy Revised:
August 29, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

EXHIBIT 4133-A

OFFICE OF INSTRUCTIONAL SERVICES
PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772-3787
(631) 687-6350

AUTHORIZATION TO ATTEND PROFESSIONAL CONFERENCE OR FOR OTHER TRAVEL

To be completed by Staff Member: (Note: If expenses are more than $750 this form must be received 45 days prior to the event.)

Staff Member _____ Department _____ Building _____

Name of Conference_____

***Attach copy of brochure for the conference.**

Description of Conference _____

Professional Organization Sponsoring Conference _____

Location (City, State) of Conference _____

Inclusive Conference Attendance Date(s) (month/day/year) _____ through (month/day/year) _____

Have you been asked to serve in some official capacity at the conference? No _____ Yes _____ (If yes, please describe)

_____

Is the purpose of this conference or travel request to accompany students on a district-approved activity?

No _____ Yes _____ (If yes, please name activity) _____

Is Substitute Required? No _____ Yes _____ Date(s) Substitute Required (month/day/year) _____

Will you be traveling with other employee(s) and sharing costs? No ____ Yes _____ (If yes, please list whom and which expenses will be shared) _____

Itemization of Requested Reimbursements – (Reimbursements for NYS sales tax, alcohol and tips cannot be made):

Conference Fee (see note on back re: Registration)	$ _____	
Lodging	$ _____	
Meals (Maximum of $69.00/day)	$ _____	
Travel (Reimbursed at .67 cents per mile as of 1/1/24)	$ _____	Indicate number of miles round trip _____
Miscellaneous Expenses (airfare, tolls, taxi, etc.)	$ _____	List: _____
Less $20 deductible (if not grant funded)	$ -_____	**Attendee is expected to pay and be reimbursed**
Requested Total	$ _____	**unless this is a BOCES-sponsored conference.**

Applicant's Signature _____ Date of Request _____

PLEASE READ THE BACK OF THIS FORM FOR REGISTRATION INFORMATION.

****

Must be completed by Administrator:

Conference to be charged to the following general fund code # _____
Conference to be charged to the following GRANT-FUNDED code #_____
Substitute Costs to be charged to _____ Name of Grant_____
Is this a BOCES-sponsored conference? No _____ Yes _____ Will BOCES bill the district? No _____ Yes _____
If this is a BOCES-sponsored conference, the BOCES Registration Form must be completed

Signature of Administrator in Charge _____ Date _____

APPROVALS

_____ _____

Principal's Signature Date Assistant Superintendent for Instruction's Signature Date

_____ _____

Director's Signature Date Superintendent of Schools' Signature Date

(Please see notes on back)

Authorization and Reimbursement Procedures

Who should complete this form?
Staff members seeking authorization:

- to be **absent from duty** for attendance at a professional conference, workshop or other travel **(with or without cost** to the district); **or**
- to be **reimbursed** by the district for attendance at a professional conference, workshop or other travel on a **non-school day or school day**.

Whose signatures are required?
Signatures should be collected as follows:

- staff member;
- director or coordinator (where appropriate);
- principal;
- assistant superintendent for instruction; and
- superintendent (where required).

What should accompany the Conference Request Form?

- A copy of the brochure, flyer or a description of the workshop or conference **MUST** be attached to the request form.

When is board approval needed?

- Board of Education approval is required for all conferences where expense to the district exceeds $750.
- The decision to register for a conference prior to board approval is the decision of the staff member; there is no guarantee that reimbursement for expenses will occur until board approval is received.
- Staff members seeking reimbursement in excess of $750 should submit the request at least 45 days prior to the event.

Who is responsible for conference registration and travel arrangements?

- Staff members are generally required to handle their own conference registration, travel arrangements and lodging arrangements. A copy of the registration form should be submitted with this form.
- Some BOCES conferences are billed directly to the district, in which case the administrator making the arrangements will handle registration.
- Questions regarding registration should be directed to the principal, director or coordinator in charge.

What steps are needed to receive reimbursement?

- The conference must have the required approvals.
- The reimbursed amount cannot exceed the approved amount.
- Upon return from an approved professional conference, the claim form entitled "**Claim for Approved Staff Travel Expense**" should be submitted to Accounting with **SIGNED** receipts, along with a completed **"Professional Conference Report**."

Note to Administrators – BOCES Conferences

- If sending multiple individuals, please put ALL of the names on a single BOCES Registration Form.
- Indicate on the Authorization to Attend Professional Conference Form that BOCES will be billing the district for the conference.
- Forward all **COMPLETED** Authorization to Attend Professional Conference Forms and the BOCES Registration Form to Instructional Services for processing.
- Please note that if a teacher is registered for a BOCES conference and does not attend, the district gets charged. To avoid this charge, BOCES **must** receive 10 days notice for any cancellations. Any teacher who cannot attend the conference must inform the principal, the department head (if applicable) and Instructional Services. This should be done in writing. Instructional Services will contact BOCES to cancel the conference.

Revised 1/10/24

IN-DISTRICT MILEAGE RATES

The mileage rate for in-district travel by authorized personnel is to be established annually by the Board of Education at its organizational meeting.

The mileage reimbursement rate is established in accordance with the determination made by the IRS each Fall for the next calendar year. A memorandum notifying authorized personnel is issued each September advising employees of this rate by the assistant superintendent for business or designee. The memorandum is accompanied by an updated in-district travel claim form (Exhibit A) which indicates the most current rate, as well as maximum permissible mileage distances between any two school buildings within the District. Each January another memorandum is issued announcing the newly established mileage reimbursement rate for the new calendar year.

Policy Adopted:
July 6, 1967
Policy Revised:
December 16, 1991
Policy Revised:
October 24, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

EXHIBIT A

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, New York 11772
(631) 687-6300

IN-DISTRICT TRAVEL CLAIM FORM
2023-2024

Name_____ **School**_____

Department_____

LIST TRIPS BY DAY - EACH TRIP MUST BE SHOWN

DATE	FROM	TO	ALLOWABLE MILES

TOTAL MILES_____ **X .655 ¢** PER MILE **TOTAL CLAIM $**_____

I hereby certify that mileage charged on this claim actually has been traveled in performance of my scheduled duties.

Date_____

Employee's Signature_____

Principal/Director's Signature_____

Send completed form to the Accounting Office for processing.
NOTE: Distances between District buildings is on the back of this form.

	District Office	Barton	Bay	Canaan	Eagle	Medford	River	Tremont	Oregon	Saxton	South Ocean	High School
District Office	0	2.9	.5	2.0	6.5	1.6	.8	4.0	4.3	2.7	0	4.6
Barton	2.9	0	2.4	1.5	4.7	1.3	3.7	2.2	2.2	2	2.9	2.3
Bay	.5	2.4	0	2.6	5.7	1.2	1.1	3.2	3.8	2.6	.5	4.5
Canaan	2.0	1.5	2.6	0	4.6	1.4	2.3	2.4	2.7	1.6	2.0	3.4
Eagle	6.5	4.7	5.7	4.6	0	4.5	6.9	2.5	3.7	4.9	6.5	2.6
Medford	1.6	1.3	1.2	1.4	4.5	0	2.4	2.0	2.9	1.0	1.6	3.5
River	.8	3.7	1.1	2.3	6.9	2.4	0	4.4	5.0	3.4	.9	4.8
Tremont	4.0	2.2	3.2	2.4	2.5	2.0	4.4	0	1.2	2.4	4.0	1.4
Oregon	4.3	2.2	3.8	2.7	3.7	2.9	5.0	1.2	0	2.4	4.3	1.2
Saxton	2.7	2	2.6	1.6	4.9	1.0	3.4	2.4	2.4	0	2.7	2.8
South Ocean	0	2.9	.5	2.0	6.5	1.6	.9	4.0	4.3	2.7	0	4.6
High School	4.6	2.3	4.5	3.4	2.6	3.5	4.8	1.4	1.2	2.8	4.6	0

AUTHORIZATION TO EMPLOY HOME TEACHERS

The superintendent of schools is authorized to employ any teacher on the Patchogue-Medford School District professional staff for home teaching, as needed, without specific approval by the Board of Education.

Policy Adopted:
August 31, 1967

Policy Revised
December 16, 1991

Policy Reviewed:
April 23, 2001

EMPLOYEE BARGAINING UNITS

WHEREAS, the associations listed below have registered with the Board of Education and have indicated a desire to represent the employees of their unit; and

WHEREAS, a majority of the employees contained within each bargaining unit have filed written designations with the Board of Education indicating the choice of employee organization for purposes of negotiating on behalf of the employees with the management of the school district;

NOW, THEREFORE, in accordance with the laws of the State of New York, this Board of Education does hereby recognize as exclusive bargaining units representing the employees of this district:

1. PATCHOGUE-MEDFORD CONGRESS OF TEACHERS representing the employees of the TEACHERS' BARGAINING UNIT.

   This unit shall include the following persons and no others: classroom teachers, teachers of children with handicapping conditions, art teachers, music teachers, physical education teachers, reading teachers, guidance counselors, lead teachers, deans, social workers, school psychologists, librarians, leave replacement teachers department chairpersons, occupational therapists and teaching assistants.

2. PATCHOGUE-MEDFORD ADMINISTRATORS' ASSOCIATION representing the employees of the SCHOOL DISTRICT ADMINISTRATORS' BARGAINING UNIT.

   This unit shall include the following persons and no others: principals, assistant principals, directors, athletic director and CSE chairpersons.

3. CIVIL SERVICE EMPLOYEES' FULL-TIME ASSOCIATION representing the employees of the FULL-TIME OPERATIONAL BARGAINING UNIT.

   This unit shall contain job titles listed in the contract between the Civil Service Full-Time Association and the district: full time operations unit.

4. CIVIL SERVICE EMPLOYEES' FULL-TIME ASSOCIATION representing the employees of the FULL-TIME CLERICAL/AIDES UNIT.

   This unit shall contain job titles listed in the contract between the Civil Service Full-Time Association and the district: full time clerical/aides unit.

Employee Bargaining Units (Continued)

4. CIVIL SERVICE EMPLOYEES' PART-TIME ASSOCIATION representing the employees of the PART-TIME BARGAINING UNIT.

   This unit shall contain job titles listed in the contract between the Civil Service Part-Time Association and the district.

5. PATCHOGUE-MEDFORD REGISTERED PROFESSIONAL NURSES' ASSOCIATION representing the employees of the REGISTERED NURSES' BARGAINING UNIT.

   This unit shall contain the following persons and no others: registered nurses.

Exempt Managerial Employees

The following positions shall be excluded from membership in negotiating units as provided by law for managerial personnel:

1. Administrative Interns who do not teach
2. Superintendent of Schools
3. Assistant Superintendent for Curriculum and Instruction
4. Assistant Superintendent for Human Resources
5. Director for Plants and Facilities
6. Food Service Supervisor
7. Assistant to the Superintendent
8. Assistant Superintendent for Special Education and Pupil Personnel Services
9. Administrator of Technology
10. Transportation Supervisor
11. School District Auditor

Employee Bargaining Units (Continued)

12. Senior Accountant

13. District Clerk

14. School Business Administrator

15. Instructional Technology Specialist

16. Administrative Assistant for Information Systems, Management, Reporting and Testing

17. Substitute Coordinator

18. Alternate Claims Auditor

19. District Treasurer

Exempt Confidential Employees

1. Secretaries for the Superintendent of Schools
2. Secretary in Human Resources

Confidential employees excluded from negotiating units shall be guaranteed salary and fringe benefits at a standard not less than that negotiated by the contract covering the Operational unit.

Policy Adopted:
December 13, 1967
Policy Revised:
January 26, 1970
Policy Revised:
February 9, 1970
Policy Revised:
November 20, 1973
Policy Revised:
October 19, 1981
Policy Revised:
December 16, 1991
Policy Revised:
June 4, 2001

Employee Bargaining Units (Continued)

Policy Revised:
October 24, 2016
Policy Revised:
August 26, 2019
Policy Revised:
January 24, 2022

BOARD MEMBERS UNDER WORKERS' COMPENSATION

All duly elected and appointed executive officers including members of the Board of Education and their substitute and successors in office, regardless of whether such executive officers are salaried or non-salaried, shall be included in coverage under the Workers' Compensation Policy (January 10, 1961).

Policy Adopted:
August 28, 1973

Policy Revised:.
December 16, 1991

Policy Reviewed:
April 23, 2001

TAX-SHELTERED ANNUITIES

The Board of Education shall offer all employees the privilege of payroll deductions for tax-sheltered annuities. Deductions for the annuity will be made for programs approved by the Board of Education. Deductions shall continue to be made if and so long as at least seventy-five (75) employees are exercising the privilege. The expense of the district's participation in a program of annuity policies shall be borne by the participating employees and the various insurance companies which have been approved by the Board of Education.

Selection and Approval of Companies
4145.1

For annuity programs to gain approval by the Board of Education, the procedure, as detailed below, must be followed.

1. Proposals, along with a prospectus, must be submitted to:

   a. The presidents of the Patchogue-Medford Congress of Teachers, Patchogue-Medford Administrators' Associations, Civil Service Employees' Association, Patchogue-Medford Directors' Association and Registered Professional Nurses' Association.

   b. The superintendent of schools.

2. If a bargaining unit finds the program to be advantageous, it will request, in writing, that the superintendent of schools make a recommendation to the Board of Education.

3. If the superintendent of schools finds the company to be acceptable, the school superintendent will make a recommendation to the Board of Education.

4. The Board of Education is responsible for approval or rejection of the program.

5. The program will go into effect after approval has been granted and an agent forwards to the designated representative of the school district at least five (5) signed Salary Reduction Agreements on forms provided by the district. These agreements must be received within ninety (90) days of the date approval was granted by the Board of Education. If such a list is not received, the school board's approval of the company is null and void. If approval lapses, one year must pass before a company will be considered for another recommendation to the Board of Education.

Tax-Sheltered Annuities (Continued)

Enrollment and Termination Procedure
4145.2

1. The district shall follow a policy of open enrollment, wherein an employee may begin or terminate an annuity at any time during the fiscal year (July 1 - June 30).

2. No payroll deduction for an annuity will be instituted until an official Salary Reduction Agreement is signed by both the district employee and the authorized representative of the district on the forms provided by the district.

3. The signed Salary Reduction Agreement must be on file in the payroll office twenty-one (21) calendar days before any payroll deduction will begin.

4. If the amount to be deducted is to be changed, a new Salary Reduction Agreement must be filed with the payroll office twenty-one (21) calendar days before the intended change in deduction.

5. If an employee wishes to terminate a tax-sheltered annuity, written notice must be given to the payroll office twenty-one (21) calendar days in advance of the termination.

Distribution to Approved Company Accounts
4145.3

1. The district shall remit all deductions to a single agency, for disbursement to all other participating insurance companies.

2. In the event that the designated company discontinues its disbursement function and a replacement company cannot be found among the other companies represented in the district, the district reserves the right to assess administrative costs of the program to the individual companies based on enrollment.

Tax-Sheltered Annuities (Continued)

Hold Harmless Agreement
4145.4

The company shall hold harmless and indemnify the Board of Education, the district, their officers and employees, from every claim and demand, including those citing negligence of the Board of Education, the district, their officers and employees, which arise from the approval of annuities by the Board of Education to be purchased from the company. The company, at its own cost, expense or risk, shall defend any legal proceedings that may be brought against the Board of Education, the district, their officers and employees, for any claim or demand and shall satisfy any judgment that may be rendered against any of them. The Board of Education shall notify the company upon the receipt of any such claim or demand.

Salary Reduction Agreement Form
4145.5

The payroll office shall maintain a supply of official forms to be used by an employee to secure an annuity program. A copy of the official form is attached to this policy. (Exhibit A)

Policy Adopted:
January 15, 1979

Policy Revised:
October 19, 1981

Policy Revised:
December 16, 1991

Policy Revised:
August 13, 2001

EMPLOYEE ASSISTANCE PROGRAM

Statement of Purpose:

The Patchogue-Medford School District cares about the well-being of its employees and recognizes that a variety of problems may disrupt their personal and work lives. Substance abuse, family problems and emotional distress are treatable issues.

Patchogue-Medford School District, through its Employee Assistance Program, as well as our in-house Family Center, provides, voluntarily, access to professional counseling services for its employees, and those in need of professional assistance are encouraged to use it. Where Patchogue-Medford School District has union contracts, the District will conduct the Employee Assistance Program as a cooperative venture with employees' elected representatives. While unions are not permitted to subsidize any referral costs, employees may utilize their health benefits if applicable to cover any such costs.

The Employee Assistance Program operates within the following framework:

1. A wide range of problems may affect employees' job performance adversely. These include alcohol and drug addiction, family difficulties and emotional distress. The Employee Assistance Program will assist employees to resolve these problems and others for which employees may, voluntarily, seek help.

2. School district employees' current jobs and future advancement will not be jeopardized by using the Employee Assistance Program services.

3. All communications with the Employee Assistance Program shall be kept confidential. Should an employee intentionally or inadvertently disclose confidential information to the District, the District shall take all necessary steps to prevent further disclosure of such confidential information.

4. In the event a school district employee voluntarily enters the Employee Assistance Program, such employee will be responsible for complying with the Employee Assistance Program services, recommendations and treatment plans.

5. The Employee Assistance Program services may be made available to employees' families.

6. Training of union officials and supervisory personnel will be provided to advance the utilization of the Employee Assistance Program services.

7. A committee composed of the superintendent of schools or his or her designee and the elected presidents of labor unions will evaluate the services rendered by firms retained to provide Employee Assistance Program services and will report its findings periodically to the Board of Education.

Employee Assistance Program (Continued)

8. School district employees may utilize the supports and services of the in-house Family Center. The Family Center, located at Saxton Middle School, also provides short-term counseling to all staff members in the district. The Family Center is staffed by Social Workers and Psychologists that can provide short-term counseling and referrals to outside mental health agencies. Additionally, the Family Center can provide resources for seasonal assistance with home heating, food supplies, and assistance with obtaining health insurance.

Policy Adopted:
July 2, 1990
Policy Revised:
December 16, 1991
Policy Revised:
October 24, 2022

ABSENCES OF PRINCIPAL, DIRECTOR OR ADMINISTRATOR

1. **Principal** - When the principal of one of the elementary schools is to be absent, an administrator whose regular assignment carries an alternative responsibility will automatically assume the role of acting principal, pursuant to guidelines promulgated annually by the superintendent of schools or the school superintendent's designee.

   The assistant principal will become the acting principal in the middle and high schools.

   Whenever the principal is to be absent or to be away from the school district, the principal will so advise the acting principal and will direct the acting principal to assume all responsibilities and to make all official decisions which are required during the principal's absence. This notification will generally come some time in advance but may come on the day of absence in the cases of sudden illness or unexpected event. If the principal is absent, the acting principal will physically move into the school for the duration of the principal's absence. If the principal's absence is to be for less than half a day, the acting principal may or may not choose to physically move into the school. The acting principal may instead choose to remain at the acting principal's regular work station and to simply be available to give telephone instructions. If the principal's absence requires them to be out of district, then the acting principal must be available onsite, unless otherwise authorized by the Superintendent or the Superintendent's designee.

   All principals are required to enter their absences in Frontline Absence Management in either full or half day increments. Administrators are asked to enter their absences with as much lead time as possible in order to arrange coverage. The Office of Instructional Services will assume the responsibility of arranging coverage using a rotating schedule and notifying other district offices of the principal's absence as needed.

   In district school business does not require administrative coverage unless otherwise directed by the Superintendent or Superintendent's designee.

2. **Director** -

   No substitutes will be provided for directors during absences. However, directors may wish to assign departmental staff members or lead teachers some special responsibilities during the director's absence to assure that the department continues to function in a smooth and efficient manner.

Absences of Principal, Director or Administrator (Continued)

All Directors are required to enter their absences in Frontline Absence management in either full or half-day increments. Directors are asked to enter their absences with as much lead time as possible. Directors must notify their respective supervisor of their absence via email in addition to entering the absence in Frontline Absence Management.

3. **District Administrators** - (Superintendent of Schools, Assistant Superintendent for Human Resources, Assistant Superintendent for Instruction, Assistant Superintendent for Pupil Personnel Services, School Business Administrator, Assistant to the Superintendent, Facilities Administrator, Administrator of Technology, Food Services Supervisor, , Transportation Supervisor and Security Director). The absence of a district administrator will be reported through Frontline Absence Management and an email notification must be sent to the respective supervisor to communicate the information as necessary.

Revised:
August 13, 2001
Revised:
October 24, 2022

CONFIDENTIAL MEDICAID DISCLOSURE POLICY

This policy is intended to enable employees of the School District to disclose anonymously any practice or billing procedure related to Medicaid reimbursement, which the employee deems to be inappropriate, to the New York State Compliance Officer.

New York State Compliance Officer

Carol Booth
New York State SSHP Compliance Officer
Room 2482 Corning Tower
Albany, New York 12237
Telephone: (518) 473-3234;
E-mail address: clk04@health.state.ny.us

Communications with the New York State Compliance Officer

1) An employee who believes that any practice or billing related to Medicaid reimbursement is inappropriate may send related information to the New York State Compliance Officer (the "NYS Compliance Officer").

2) Information may be forwarded to the NYS Compliance Officer anonymously but it must be in writing. An employee's verbal communication of alleged wrongdoing will not be sufficient to warrant the initiation of further action under the Confidential Disclosure policy procedures set forth herein.

3) Information may be sent via US Mail, courier service, e-mail or facsimile transmission.

4) Any properly communicated allegation will be referred to the District for its review and investigation. If the NYS Compliance Officer is aware of the employee's identity, she will not reveal it to any other person without the employee's written consent.

District Responsibilities

1) Without attempting to discover the identity of the complaining employee, the District shall determine whether:
   a) the allegations are credible;
   b) any federal or state statute, regulation or policy pertaining to practices or billing related to Medicaid reimbursement has been violated; and
   c) the violation was systemic or limited in scope.

2) The District shall address any violations in a manner designed to avoid future similar violations and remedy the specific effects of the violation. For a systemic violation, the District will take all necessary steps to identify the cases in which the violation occurred and to take remedial action.

Confidential Medicaid Disclosure Policy (Continued)
District Responsibilities (Continued)

3) Within 90 days of receipt of the NYS Compliance Officer's notice, the District will complete its review, develop a remedial plan and provide the NYS Compliance Officer with a written description of its review, any remedial plan and an action taken pursuant to the plan.

4) The written documents shall identify the District employee(s) who was/were responsible for approving the review, the remedial plan if required, and all action taken pursuant to such plan, including the individual's name, job title, telephone number, mailing address, e-mail address and fax number.

5) If the District determines the allegations are not credible, the written response will include the basis for that determination

6) The District will respond to any additional inquiries from the NYS Compliance Officer in the event the NYS Compliance Officer is not satisfied with the review, the remedial plan or the actions taken pursuant to the plan.

7) The District will ensure that, if the employee's identity becomes known, no adverse employment action will be taken because he/she provided information to the NYS Compliance Officer or to a person conducting a review of the information.

8) Any training provided related to Medicaid billing practices will include:

   a) a description of these procedures;
   b) the New York State Compliance Officer's name, mailing address, e-mail address and fax number; and
   c) assurances that no adverse employment action will be taken against an employee for providing information pursuant to this policy.

Adopted:
April 25, 2011
Revised:
September 24, 2012

MEDICAID COMPLIANCE POLICY

The Board of Education recognizes its obligation to put a plan and program in place to prevent or otherwise detect fraud, waste and abuse in the Medicaid program. In general, the Board expects that its officers and employees will operate with integrity and in conformance with its adopted code of ethics (Policy 9290). The Board directs the Assistant Superintendent for Business and the Medicaid Compliance Officer to ensure that the following program elements are in place and are implemented effectively in accordance with state and federal laws and regulations.

Employees, non-employees and contractors involved with the provision of, or claiming of federal Medicaid financial compensation or reimbursement for, school and preschool supportive health services are required to comply with the governing federal and state statutes and regulations and school policy and procedures.

Medicaid claims shall be submitted only for necessary services provided to Medicaid eligible students, as supported by appropriate documentation. Billings shall not be duplicated and will be limited to employees or service providers certified to submit Medicaid reimbursement claims.

Proper and timely documentation of services provided must be maintained at all times, and such supporting documentation must be retained for a minimum of six (6) years from the date the service was furnished or billed, whichever is later. Reimbursement claims will only be considered when such documentation is maintained and available for review by the Compliance Officer or any other auditor requesting evidence to support claims submission.

Services will not be billed unless the provider has certified that the services were provided, and appropriate documentation completed in compliance with federal and State laws, regulations, and School District policy and procedures is on file.

When a provider submits such certification, the provider is certifying that there is sufficient documentation to support the claim and that:

1. All services reported were personally provided or personally supervised;
2. Such services were necessary and appropriate; and
3. The rendering of such services, the coding or charging for these services, and the documentation of such services have all been performed in accordance with federal and State laws and regulations and School District policy and procedures.

Speech services shall not be billed unless those services are provided by a licensed speech language pathologist or provided under the direct supervision of a qualified speech pathologist. Any individuals working under the direction of a qualified speech pathologist must be given contact information in order to enable them to directly

Medicaid Compliance Policy (Continued)

communicate with the supervising speech pathologist as needed during terms of student treatment.

Transportation may not be billed unless the provider can clearly document the child's attendance on the vehicle for eligible services on the specific day being billed. Transportation logs must be maintained for each one-way trip.

Counseling services may not be billed unless provided by a currently licensed and registered psychiatrist, psychologist, licensed clinical social worker ("LCSW") or licensed master social worker ("LMSW") operating under the supervision of a licensed and registered psychiatrist, psychologist, or LCSW acting within the scope of practice.

The School District will attempt to ensure that all claims for services are accurate, properly documented, correctly identify the services performed or provided, and are billed in a timely manner.

All employees and service providers are required to report suspected fraud or abuse or other non-compliance problems. Even unintentional errors or mistakes, as they constitute non-compliance, must be reported so that corrections can be made. Failure to report suspected fraud, abuse or other noncompliance, assisting or participating in fraud, abuse or other non-compliant behavior, or encouraging, directing, permitting or facilitating such activities whether actively or passively will result in disciplinary action.

Suspected fraud, abuse or other non-compliance problems must be reported to the Compliance Officer. If the Compliance Officer is not available, the report should be made to the Assistant Superintendent of Business. If the suspected violation is on an organization-wide level or by the Administration, the report should be made to the President of the Board of Education.

School District Compliance Officer

The Board will appoint a Medicaid Compliance Officer, an employee vested with the responsibility for the day-to-day operation of the compliance program, at its annual organization meeting. The role of the Compliance Officer shall be to oversee the compliance program, receive and promptly investigate reports of non-compliance and report findings as appropriate to the Medicaid Inspector General, as well as to the Board of Education and Superintendent. The Compliance Officer will report to the Board fraud, significant findings or patterns of non-compliance.

Responsibility for monitoring the School District's Compliance Program shall be vested in the Assistant Superintendent for Business.

The duties of the Compliance Officer shall include, but not be limited to:
1. Overseeing and monitoring compliance activities;

Medicaid Compliance Policy (Continued)
School District Compliance Officer (Continued)

2. Reporting regularly to the Assistant Superintendent for Business and periodically to the Board of Education;

3. Establishing procedures to improve efficiency and to reduce vulnerability to fraud, abuse and waste;

4. Ensuring that the Compliance Program is implemented and evaluated periodically;

5. Developing, coordinating, conducting, and participating in a multifaceted educational and training program that focuses on elements of the Compliance Program, and seeks to ensure that all appropriate employees and service providers, administrators and Board of Education members are knowledgeable of, and compliant with, pertinent federal and State requirements;

6. Educational and training programs shall occur periodically and shall be made a part of the orientation for any new employee, service provider, administrator, and Board of Education member;

7. Coordinating internal and external auditing of all compliance requirements on a periodic basis;

8. Establishing and administering a reporting system that is available to report any suspected illegal conduct or other conduct that violates applicable law, regulation, or School District guidelines;

9. Developing and publishing notices that encourage the reporting of all suspected fraud and other improprieties without fear of retaliation;

10. Investigating any report or allegation concerning possible unethical or improper business practices and monitoring subsequent action and compliance;

11. Monitoring any and all fraud alerts issued by the Office of the Medicaid Inspector General;

12. Monitoring the website of the Office of the Medicaid Inspector General for Compliance Program guidelines, including any Compliance Program template, and revising the School District's Compliance Program if necessary; and

13. If, at any time, the District provides care or submits claims for care, services or supplies that are or are expected to be a “substantial portion” (as defined by 18 NYCRR 521.2) of its operations, during the month of December of every school year the

Medicaid Compliance Policy (Continued)
School District Compliance Officer (Continued)

Compliance Officer shall provide the Superintendent of Schools with the certification form provided by the Office of the Medicaid Inspector General on its website, if one is available, which the Superintendent of Schools shall submit certifying that an effective compliance program meeting the requirements of the regulations is in place.

14. Prohibit use of "excluded" providers**:** Ensure that the district doesn't hire or contract with service providers who have been excluded from Medicare or the Medicaid program. The Assistant Superintendent for Pupil Personnel will check the credential of the provider before the district engages their services. District employees will be required to sign an agreement that said employee will inform the Compliance Officer and district human resource administrator upon receipt of any notification or knowledge that the individual's license has been suspended, revoked or lapsed, or if they have been excluded from participation in the Medicaid program. Upon notice by the employee, the district will take remedial steps as soon as possible.
Contracts with outside providers will include provisions to address this requirement. The account clerk assigned with Medicaid responsibility will check the list of excluded providers monthly to determine if any district employees who deliver Medicaid-covered services, or if any contractors, have been added to the list or have been reinstated. If any have been excluded, it will be reported immediately to the Compliance Officer, who will initiate remedial action.

State Compliance Officer

1. Any employee who believes that any practice or billing procedure related to Medicaid reimbursement of school or preschool supportive health services is inappropriate, may send information concerning such practice or billing procedure in writing to:

Carol Booth
NYS SSHSP Compliance Officer
Room 2482 Corning Tower
Albany, NY 12237

Phone: 518-473-3234
Email: clk04@health.state.ny.us

Disclosure may be made anonymously. Any oral communication alone of any such allegation will not be sufficient to require any further action to be initiated under the Confidential Disclosure Policy procedures.

Medicaid Compliance Policy (Continued)
State Compliance Officer (Continued)

2. The relevant state agencies and the school district shall undertake a review of the practice described in the disclosure without attempting to uncover the identity of the complaining employee and shall determine: (a) whether the allegations are credible, (b) whether any federal or state statute, regulation or policy pertaining to any practice or billing procedure related to Medicaid reimbursement of school or preschool supportive health services has been violated, and (c) whether any such violation is systemic or was limited to one or a small number of cases.

3. The relevant state agencies and the school district shall address any violation found during the review, whether systemic or limited, in a manner designed to avoid a similar violation in the future and to remedy the effect of the violation in the cases in which it was found to have occurred. If the review determines the violation was systemic, the relevant state agencies and the school district shall take all steps necessary to identify the cases in which the violation occurred and then to remedy the effect of the violation in those cases.

4. Within 90 days of receiving notice from the State Compliance Officer of the information provided by an employee, the relevant state agencies and the school district shall: (a) complete the review of such allegations and any remedial plan required as a result of such review and (b) provide to the State Compliance Officer a written description of the review, the remedial plan and all actions taken pursuant to such plan. In the event the relevant state agencies and the school district determine the allegations are not credible, the written response shall describe the bases for such determination. The written document shall identify the individual(s) at the relevant state agencies and the school district who were responsible for approving the review, the remedial plan and all action taken pursuant to such plan, including the name, job title, telephone number, mailing address, e-mail address and fax number of the person(s) who took such action.

5. In the event the employee's identity becomes known to a state agency or the school district, or to an employee of such agency or school district, no adverse employment action of any type shall be taken against such employee because information was provided to the State Compliance Officer or to a person conducting a review of the disclosure.

6. The relevant State agencies and the school district shall include in every training any of them provides: (a) a description of the Confidential Disclosure Policy procedures described above; (b) the name, mailing address, email address and fax number of the State Compliance Officer and School District Compliance Officer; and (c) an assurance that no adverse employment action of any type will be taken against an employee because information was provided to the State Compliance Officer and school district or to a person conducting a review concerning alleged inappropriate practices or billing

Medicaid Compliance Policy (Continued)
State Compliance Officer (Continued)

procedures related to Medicaid reimbursement of school or preschool supportive health services.

Education and Training

The School District's Compliance Program requires compliance and ethics training for all employees and service providers associated with Medicaid services and claims. This training will emphasize the school district's commitment to compliance with all federal and state laws, regulations, and guidelines. This training will be conducted on an annual basis. Mandatory training will include compliance, prevention of fraud and abuse, whistleblower protections, ethical standards, confidentiality, and conflicts of interest. All affected employees and service providers must attend an initial training session following hire and participate in ongoing, routine training sessions thereafter as required. As new developments or concerns arise; the Compliance Officer may require additional training sessions.

All compliance training must be documented. The Compliance Officer will maintain all such documentation signed by those attending any training session. All affected employees and service providers must sign an Acknowledgement Form at the initial training, and thereafter when any updates of those documents are received.

Education and training will cover the School District's Compliance Program, and will reinforce the requirement that strict compliance with the Compliance Program is a condition of employment or contractual agreement. Employees will be informed that failure to comply with the Compliance Program may result in disciplinary action, up to and including termination.

In addition to compliance and ethics training, periodic continuing education, which may be required by law or regulations, will be provided for affected personnel. The school district will post in common work areas and other prominent places a notice reminding all affected individuals of the school district's commitment to compliance with all federal and state laws and regulations regarding Medicaid claims and services.

Communication – Access to Compliance Officer

The identity of individuals who make good faith reports of potential compliance issues to the Compliance Officer is confidential.

Reports that suggest violations of the Compliance Program will be maintained by the Compliance Officer in a log and will be investigated promptly by the Compliance Officer to determine their validity. The Compliance Officer will report the findings to the Assistant Superintendent for Business and Board of Education for possible further

Medicaid Compliance Policy (Continued)
Communication – Access to Compliance Officer (Continued)

investigation of and possible corrective action regarding each compliance issue. Identifying and reporting compliance issues may also be made directly to the State Compliance Officer identified above.

Prohibition of Intimidation or Retaliation

No adverse employment action, retaliation, or intimidation against such individuals for making such reports or who in good faith discloses a practice that violates any law, regulation, or guideline, initiates, cooperates or participates in an investigation, evaluation, audit, or remedial activity, or objects to or refuses to participate in any activity, policy or practice that violates any law, regulation, or guideline shall be permitted.

Persons who engage in such actions may be disciplined up to and including termination from employment. A person who believes that they are subjected to such actions is encouraged to immediately report it to the Compliance Officer.

Investigating, Reporting and Correcting Identified Problems

Any and all reports of violations of the School District's Compliance Program regarding Medicaid claims and services will be investigated. The Compliance Officer or designee will conduct an investigation. The investigation will be done promptly and will be conducted under advice of legal counsel as deemed necessary. The purpose of the investigation will be to determine if any violation has occurred. If a violation has occurred, steps will be taken promptly and thoroughly to remedy the violation. The investigation may include interviews, review of relevant documents, and any other information deemed necessary to conduct a thorough investigation. Outside auditors or legal counsel may be retained to assist when deemed necessary. If at the completion of the investigation disciplinary action is required, discipline will be imposed in accordance with applicable law, regulation, and collective bargaining agreement. Law enforcement will also be informed if the conduct may have violated criminal law. The Compliance Officer will direct that appropriate corrective action be taken to prevent similar violations of the Compliance Program from recurring. Any issue for which corrective action was directed to be taken shall be specifically targeted for monitoring and review in future audits.

Auditing and Monitoring

The Compliance Program requires a thorough monitoring of its implementation. Bi-annual audits will be performed. Audits will be internal and, as appropriate, external. Audits will be designated and implemented to ensure compliance with the Compliance Program and all applicable federal and State laws and regulations and school district policies and procedures.

Medicaid Compliance Policy (Continued)
Auditing and Monitoring (Continued)

Compliance audits will include:

1. Internal reviews;

2. Interviews with personnel involved in Medicaid services and claims, management, operations, billing, and other related activities; and

3. Review of written materials and documentation utilized in Medicaid services and claims;

4. Identification of compliance risk areas specific to the provider type, self-evaluation of such risk areas, credentialing of providers and persons associated with providers, mandatory reporting, governance and quality of care of medical assistance program beneficiaries.

5. A review of billings, payments, medical necessity and quality of care, governance, mandatory reporting, credentialing and other risk areas that are or should with due diligence be identified.

6. Review of the District's training and education program, the effectiveness of the District's dedicated communication lines and the District's disciplinary procedures under the Program. Formal audit reports will be prepared and submitted to the Compliance Officer, the Superintendent, and the Board of Education by November 30 of every other school year to ensure that the School District is aware of the results and can take appropriate steps to correct problems and prevent them from recurring. The audit reports will specifically attempt to identify areas where corrective action is needed. Subsequent audits or studies will be used to ensure that the recommended corrective actions have been effectively implemented.

The Superintendent is responsible for developing regulations which will further detail the procedures associated with this policy. The Board will periodically review and update this policy and the associated plan.

Dissemination of Policy

The Board directs the Superintendent to ensure that this policy, as well as the cross-referenced policies, are disseminated to employees as well as those entities providing Medicaid covered services, with particular attention to those employees involved in administering the programs and services associated with Medicaid and their billing.

Cross-ref: 4160, Confidential Medicaid Disclosure Policy
9290, School Board Officer and Employee Code of Ethics

Medicaid Compliance Policy (Continued)

Ref: False Claims Act, 31 U.S.C. §3729, et seq.
State Finance Law §§187 et seq. (New York False Claims Act)
Social Services Law §§145-b (False Statements); 145-c (Sanctions);
363-d (Provider Compliance Program)
Labor Law §740 (Prohibits Retaliation)
18 NYCRR § 504.3 (Duties of the Provider)
18 NYCRR §§ 515.1, 515.2 (outlining unacceptable practices)
18 NYCRR §§521.1 et seq. (Provider Compliance Program regulations)

Adoption Date:
September 24, 2012

APPOINTMENT TO POSITIONS IN OPERATIONAL UNIT

Through advertising in local newspapers, notices in school district publications, and by other appropriate means including electronic platforms such as Indeed, OLAS, Facebook, Twitter, etc., the district shall periodically announce job opportunities for positions. Qualifications for such positions, duties and application procedures shall be stated. The district will conduct interviews and hire the best candidate for the position.

Policy Adopted:
November 18, 1968

Policy Revised:
October 16, 1972

Policy Revised:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
March 22, 2021

FOOD SERVICES SUPERVISOR

The Food Services Supervisor is delegated the responsibility to supervise all aspects of cafeteria operations in the schools throughout the district. This person is directly responsible to the Assistant Superintendent for Business or designee in all matters involving cafeteria operations.

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
October 18, 2021
Policy Revised:
October 24, 2022
Policy Revised:
October 23, 2023
Policy Reviewed:
October 28, 2024

Administrative Regulation

FOOD SERVICES SUPERVISOR

The duties of the food services supervisor shall include:

1. Assisting in the selection of personnel for cafeteria work. The applications are submitted to the office of Human Resources for action by the Board of Education prior to final selection for employment.

2. Supervising all cafeteria personnel. Recommendations for dismissal or discipline of personnel must be reviewed and approved, in advance by the Assistant Superintendent for Business or designee.

3. Assigning all cafeteria workers to their respective positions. Revising assignments as change appears desirable for the benefit of the organization. If change is for disciplinary reasons, notify the Assistant Superintendent for Business or designee in advance of this change and outline the reasons involved.

4. Planning all menus to be served in the school cafeterias according to the state and federal guidelines.

5. Planning for the checking of daily receipts and collecting of these receipts for depositing to the cafeteria account.

6. Ordering all foods to be used by the cafeterias.

7. Organizing monthly bills for payment. Submit these to the office of Accounting for payment.

8. Making necessary reports for cafeterias.

9. Working cooperatively with the principal of each school, recognizing the fact that the cafeteria is a part of the particular school's administrative organization. In many instances, decisions should be made about a single cafeteria in cooperation with the principal of that school. In cases of debate, the final decision may have to include the Assistant Superintendent for Business or designee.

Regulations Adopted:
August 28, 1973
Regulations Revised:
December 16, 1991
Regulations Revised:
October 24, 2016
Regulations Reviewed:
August 27, 2018
Regulations Revised:
August 26, 2019

Food Services Supervisor Regulations (Continued)

Regulations Reviewed:
August 24, 2020
Regulations Revised:
October 18, 2021
Regulations Reviewed:
October 24, 2022
Regulations Revised:
October 23, 2023
Regulations Reviewed:
October 28, 2024

DIRECTOR OF FACILITIES

FUNCTION:

The Director of Facilities is a staff specialist to whom is delegated the responsibility for general supervision of maintenance and operation of the school plant.

The Director of Facilities is directly responsible to the Assistant Superintendent for Business or his/her designee. The Director of Facilities coordinates the activities of the building maintenance staff and any other personnel of the buildings and grounds staff not specifically assigned to a school building.

While the building custodians are under the direct supervision of the building principal, the Director of Facilities works in close cooperation with the building principal in the improving of custodial practices and in adjusting workloads and assignments.

The Director of Facilities makes recommendations to the Assistant Superintendent for Business or his/her designee, who, in turn, makes recommendations to the Board of Education and Superintendent of Schools for needed repairs to buildings and for the purchase of such equipment and materials that will improve building conditions or enhance the efficient operation and maintenance of the school buildings.

REPORTS TO:

Assistant Superintendent for Business or his/her designee.

SUPERVISES:

The custodial and maintenance supervisors work directly with maintenance and custodial personnel and serve as consultants to district administrators.

QUALIFICATIONS:

A. Possess appropriate Civil Service certification.

B. Minimum of at least five (5) years of experience in same or related position.

RESPONSIBILITIES:

Maintenance and Operation of Plant

A. Prepares and maintains a long-range program for the upkeep and maintenance of the buildings and grounds of the district, including the periodic review of the district's architectural firm. This review shall be performed annually at a minimum and the

DIRECTOR OF FACILITIES (Continued)
RESPONSIBILITIES: Maintenance and Operation of Plant (Continued)

prioritization of projects shall first be discussed with the Assistant Superintendent of Business or designee.

B. Inspects the district's buildings and grounds frequently; suggests to principals and head custodians remedial action required; reports to the Assistant Superintendent for Business, or his/her designee, management conditions found and remedial action being taken.

C. Supervises the care, operation and maintenance of physical facilities and the performance of head or chief custodians in relation to same, including:

1. Review and disposition of work orders;

2. Lawns and plantings, walks, athletic fields, roadways, parking lots and playgrounds and to the performance of groundskeepers in relation to same;

3. Develops program for emergency snow removal and supervises its implementation;

4. Assures proper care of floors, lavatories, etc;

5. Periodically visits night crews to assure full-service return to the district from night workers; same with full-time and part-time summer crews;

6. Gives special attention to upkeep of classroom lighting, carpeting and heating systems;

7. Studies savings in custodial supplies by experimenting with well-known inexpensive substitutes and by studying supply use and using said material when feasible while maintaining desired level of efficiency.

D. Processes and evaluates all requisitions for supplies and equipment to be used in housekeeping and maintenance operations.

E. Assumes responsibility for security, inventory and issuance as needed of operating and maintenance equipment to buildings.

DIRECTOR OF FACILITIES (Continued)
RESPONSIBILITIES: Maintenance and Operation of Plant (Continued)

F. Maintains necessary records and prepares required reports in areas of responsibility such as: fire inspections; preventative maintenance operations; annual reports of achievement; equipment inventories; etc.

G. Assures that all equipment needed for proper care and maintenance is maintained and in functioning condition, within budgetary allotments (i.e., snow removal equipment, floor cleaning equipment, boilers, rug cleaning equipment, etc.).

H. Establishes an inventory of spare parts for standardized operation and maintenance equipment.

I. Develops and supervises implementation of a calendar for routine annual preventive maintenance and repair of different types of equipment, within budgetary allotments, such as heating units, controls, lighting units, boilers, vehicles, mowers, etc.

J. Establishes procedures for maintaining building security during evenings, weekends, summertime such as will provide maximum protection against vandalism of buildings and equipment; periodically tests security measures to assure that protection system is working effectively.

K. Gives general attention to all maintenance work being performed and issues maintenance work orders.

L. Serve as an integral member on the Board of Education's Buildings and Operations Committee, where he/she will provide expertise in the recommendations of capital projects for consideration, among other things.

Personnel Selection and Development for Maintenance and Custodial Workers

A. Determines personnel needs, writes job analysis for new positions, and periodically updates job analysis for existing positions.

B. Interviews and makes recommendations for hiring of new personnel.

C. Evaluates personnel during and after probationary period and recommends for retention, promotion, dismissal and salary increments.

D. Prepares payrolls for submission to personnel office (time cards and claim forms).

E. Schedules vacations for personnel supervised.

DIRECTOR OF FACILITIES (Continued)
RESPONSIBILITIES: Personnel Selection and Development for Maintenance and Custodial Workers (Continued)

F. Supervises implementation of the Employee Organization Agreement as it pertains to operational personnel supervised.

G. Inaugurates and maintains periodic pre-service and inservice training courses for personnel to upgrade performance, and holds periodic meetings for personnel for training purposes; encourages personnel to participate in other organizations with like goals.

H. Develops and maintains a safety campaign to minimize accidents and injury to personnel while on the job.

I. Develops and periodically updates a handbook for all personnel supervised which includes basic policies, procedures, directives which affect them, job descriptions, etc.

J. Determines work schedules and assigns personnel to specific jobs and tasks in concert with building principals where appropriate.

K. Hires and provides effective supervision for all part-time, summer, evening, and other marginal personnel.

L. Discusses needs for disciplinary action with appropriate district administrators and secures final approval for action from the assistant superintendent for business or his/her designee.

M. Maintains, processes and updates personnel folders for maintenance and custodial personnel.

Alterations, Repairs, Projects, Construction Projects

A. Drafts specifications for work, other than major new construction, utilizing architects, engineers, contractors and other consultants.

B. Organizes staff for performing maintenance work approved and orders additional contractors for extra maintenance work to be performed.

C. Inspects all work done by outside contractors other than major new construction.

D. Organizes, supervises and inspects work done by district personnel.

DIRECTOR OF FACILITIES (Continued)
RESPONSIBILITIES: Alterations, Repairs, Projects, Construction Projects (Continued)

E. Develops estimates for inclusion in the budget for alteration, repair and construction projects.

F. Reviews specifications and plans on new buildings to be constructed; and serves as member of original planning committee for all new construction. When new construction begins, the Director of Facilities is responsible for becoming fully informed about all phases of construction through periodic visits to the projects and by close liaison with the supervising personnel employed on the construction.

While the Director of Facilities is not responsible for supervision of actual construction, the Director of Facilities should be thoroughly acquainted with all details of the construction and operation of all mechanical equipment for future guidance after completion of the project.

Budget and Finance

A. Develops the appropriate codes of the budget for recommendation to the Assistant Superintendent for business or his/her designee.

B. Drafts specifications for supplies and equipment to be used in operation and maintenance; maintains standard supply list and updates it.

C. Interviews vendors, tests materials and equipment, initiates purchases within limits according to established procedures.

Public Relations

A. Maintains effective liaison with outside agencies, such as local fire departments, water authority, health department, etc.

Other

Performs other duties to which the Director of Facilities may be specifically assigned by either the Superintendent of Schools or Assistant Superintendent for Business or his/her designee.

Policy Adopted:
May 21, 1974

DIRECTOR OF FACILITIES (Continued)

Policy Revised:
December 16, 1991
Policy Revised:
October 24, 2016
Policy Revised:
August 28, 2017
Policy Revised:
August 27, 2018
Policy Revised:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
October 24, 2022
Policy Revised:
October 23, 2023
Policy Reviewed:
October 28, 2024

RESTRICTIONS FOR THE OPERATION OF SCHOOL DISTRICT VEHICLES

An employee who is convicted of driving while impaired or intoxicated shall be barred from operating school district vehicles which are registered with the New York State Department of Motor Vehicles. Suspension from the operation of a school district vehicle shall remain in effect until the employee's driving record is cleared by the New York State Department of Motor Vehicles or for a period of three (3) years from the date of conviction, whichever is less.

An affected employee whose position with the school district requires the operation of a registered motor vehicle shall be transferred to a position which does not have that requirement. If such a transfer is not feasible, the superintendent of schools will submit a recommendation to the Board of Education concerning appropriate other actions.

This policy shall apply to those sections of Policy #6153, which relate to the use of operating motor vehicles registered to private individuals when such vehicles are employed to transport students.

Policy Adopted:
January 18, 1988

Policy Revised:
December 16, 1991

Policy Reviewed:
December 19, 2016

EMPLOYEES WITH INFECTIOUS DISEASES

The Board of Education, respecting the public concern about the spread of life-threatening infectious diseases and the concern about the admission to work for employees when they suffer from certain communicable diseases, adopts this policy to protect the rights of employees and to protect the health of students and others who work in the schools of the district.

The Board of Education recognizes its lack of expertise in this public health area. Therefore, in any instance where an employee is diagnosed as suffering from a life-threatening infectious disease, the superintendent of schools will arrange to have the employee examined by the school physician. The school physician will consult with a Suffolk County public health officer, the physician who made the infectious disease diagnosis, and any person whom the employee designates to serve as a counselor. After the consultations, the school physician will make a recommendation as to whether or not the employee may safely be active in the school setting. The school physician will recommend that the employee should or should not be present at work. The school physician will recommend if a further evaluation will be necessary, and if so, when. The Board of Education will determine whether to adopt the recommendations of the school physician and what conditions will prevail.

The school principal, assisted by the school nurse, will establish and monitor the procedures to be followed in a school in those instances when an employee with an infectious disease continues in daily attendance while the disease may be communicable. The procedures to be observed are to be based upon the Universal Precautions established by the United States Center for Disease Control. The school principal, assisted by the school nurse, will make certain that an adequate amount of supplies is always available in the school building as required to meet the demands of the Universal Precautions. The school principal, assisted by the school nurse, will train staff members about the application of such supplies and other precautions to be taken to prevent the spread of disease.

In the event that an employee with an infectious disease is transferred to another school in the district, the school principal will notify the receiving school as to the employee's medical condition and status prior to the employee being transferred to the new school. Written communication to other school officials will require confirmation to assure the receipt of the information and the opportunity for further clarification of the employee's medical status. Conversely, upon receipt of information that an employee who is entering a new school has an infectious disease, the school principal will consult with the sending school official to ascertain and confirm the medical status of the employee.

The persons to be informed of an infected employee's identification and condition are those who:

1. Require knowledge to assure the care and supervision of the infected employee.

EMPLOYEES WITH INFECTIOUS DISEASES (Continued)

2. Require knowledge to prevent the transmission of the disease to another person.

3. In the judgment of the superintendent of schools should have such knowledge.

The persons who are informed will treat all information about the identity and condition of an infected employee with the utmost confidentiality and are so directed. An infected individual's right to privacy shall be protected by school personnel pursuant to the terms of the laws of 1988, Chapter 584. The confidentiality of HIV-related information concerning whether an individual has been the subject of an HIV-related test, possesses the HIV infection, the HIV-related illness or AIDS, or any other information which may identify an individual as having one or more of such conditions, including information pertaining to such individual's contacts, will be preserved in accordance with said statute.

Pursuant to the statute, the district will utilize, where appropriate, the New York State Department of Health-issued forms entitled "Informed Consent to HIV Antibody Test" and "Authorization for Release of Confidential HIV-Related Information," as attached hereto in appropriate cases.

This policy shall also apply to volunteers, substitute employees, and to any other adult who regularly frequents the schools when classes for students are in session.

Policy Adopted:
November 21, 1988

Policy Revised:
July 10, 1989

Policy Revised:
December 16, 1991

DISCLOSURE OF WRONGFUL CONDUCT

The Board of Education expects officers and employees of the district to fulfill the public's trust and to conduct themselves in an honorable manner, abiding by all district policies and regulations and by all applicable state and federal laws and regulations.

However, when district officers or employees know or have reasonable cause to believe that serious instances of wrongful conduct have occurred, they should report such wrongful conduct to the Superintendent of Schools or the Board. For purposes of this policy, the term "wrongful conduct" shall be defined to include:

- theft of district money, property, or resources;
- misuse of authority for personal gain or other non-district purpose;
- fraud;
- violations of applicable federal and state laws and regulations; and/or
- serious violations of district policy, regulation, and/or procedure.

Disclosure and Investigation

Employees and officers who know or have reasonable cause to believe that wrongful conduct has occurred or is occurring shall report such mismanagement, fraud or abuse to the Superintendent or the Board, if the allegation involves the Superintendent. Upon receiving a report of alleged wrongful conduct, the district shall take prompt steps to conduct an investigation.

The Superintendent or other designee (e.g., School Attorney, Independent Auditor, etc.) shall maintain a written record of the allegation, conduct an investigation to ensure that the appropriate unit (e.g., auditors, forensic auditors, police, etc.) investigates the disclosure, and notify the Board when appropriate to do so.

"Whistleblower" Protections

Pursuant to section 75-b of the Civil Service Law, an employee or officer who provides disclosures of wrongful conduct that presents a substantial and specific danger to the public health or safety or which he or she reasonably believes to be true and improper on the part of the Board or the district shall have "whistleblower protection" against retaliation in the nature of adverse action affecting compensation, appointment, promotion, transfer, assignment, reassignment or evaluation of performance.

Pursuant to section 3028-d of the Education Law, an employee who has reasonable cause to suspect that the fiscal practices or actions of an officer or employee of the district violates any local, state, or federal law, rule or regulation relating to the financial practices of the district, and who, in good faith, reports such information to a district official, Office of the State Comptroller,

Disclosure of Wrongful Conduct (Cont'd.)

Commissioner of Education or law enforcement authorities shall have immunity from any civil liability that may arise from the making of such report. Further, no district employee or officer may take, request, or cause a retaliatory action against any employee who makes such a report.

Any employee or officer who is concerned that retaliation for providing information regarding wrongful conduct has occurred or is occurring should report this to the Superintendent or the Board.

Dissemination and Review

This policy shall be published in employee handbooks, posted in employee lounges and given to all employees with fiscal accounting and/or money handling responsibilities on an annual basis.

The Superintendent of Schools, the Auditor, the School Attorney and others involved in implementing this policy shall meet with the Board once a year to evaluate the effectiveness of this policy and to make appropriate adjustments, if any, to the policy .

Ref: Civil Service Law §75-b
Education Law §3028-d
Labor Law §740
Garrity v. University at Albany, 301 A.D. 2d 1015 (3rd Dept. 2003)
Matter of Brey v. Bd. of Educ., 245 A.D. 2d (3rd Dept. 1997)

Adoption date: March 19, 2007

CONDITIONAL APPOINTMENT AND EMERGENCY CONDITIONAL APPOINTMENT OF STAFF MEMBERS SUBJECT TO SUCH APPOINTMENTS

The Board of Education recognizes that there will be instances in which it is necessary, upon recommendation of the superintendent of schools, for the Board to make a conditional appointment or an emergency conditional appointment of a prospective employee. To provide for the safety of students who have contact with an employee holding a conditional appointment or an emergency conditional appointment, as well as ensuring that the school district is protected from civil liability, the Board has adopted several procedures.

All employees to be employed on a conditional or emergency conditional appointment will sign an affidavit assuring the district that they have not been convicted of any criminal offense and that there are no criminal actions pending against them. Further, the district will verify credentials and conduct reference checks of such employees in the same manner and to the same extent such verification is conducted of all prospective employees, whether to be employed on a conditional, emergency conditional or regular appointment basis. Such checking includes but is not necessarily limited to a review and confirmation of paper documents, including certification and licenses, transcripts, and other documents where such references may include both names of those provided by the prospective employee as well as names of persons with possible relevant information not so provided.

At the building level, administrators at each site shall ensure that conditional appointees, including coaches and chaperones:

1. are consistent with the nature of employment, limit one-on-one contact with students to the extent practical;
2. must adhere to the regular schedule and shall not be given before- or after-school assignments with students on an individual basis; and
3. may not transport students in their private vehicles or be in contact with students in their professional capacity off school property.

In addition to the above, school administrators shall take deliberate steps to advise conditional appointees regarding appropriate conduct and monitor their activities to insure the safety of students in the district.

A request for conditional clearance shall be forwarded to the commissioner along with the prospective employee's fingerprints. Such appointment shall not commence until notification by the commissioner that the prospective employee has been conditionally cleared for employment and shall terminate forty-five days after such notification of conditional clearance or when the prospective employer is notified of a determination by the commissioner to grant or deny clearance, whichever occurs earlier. Such appointment may not be extended or renewed unless the commissioner issues a new conditional clearance after finding that there was good cause for failing to obtain clearance within such period, provided that if clearance is granted the appointment shall continue and the conditional status shall be removed.

Conditional Appointment and Emergency Conditional Appointment of Staff Members Subject to Such Appointments (Continued)

When an emergency conditional appointment is made, the process for conditional appointment must also be initiated. Emergency conditional appointment may commence prior to notification from the commissioner on conditional clearance but shall terminate twenty business days from the date such appointment commences or when the prospective employer is notified by the commissioner regarding conditional clearance, whichever occurs earlier, provided that if conditional clearance is granted the appointment shall continue as a conditional appointment.

An unforeseen emergency vacancy shall be defined as:

(i) a vacancy that occurred less than ten business days before the start of any school session, including summer school, or during any school session, including summer school, without sufficient notice to allow for clearance or conditional clearance;
(ii) when no other qualified person is available to fill the vacancy temporarily; and
(iii) when emergency conditional appointment is necessary to maintain services which the district is legally required to provide or services necessary to protect the health, education or safety of students or staff.

The provisions this paragraph shall not apply if the board finds that the district has been unable to fill the vacancy despite good faith efforts to fill such vacancy in a manner which would have allowed sufficient time for clearance or conditional clearance.

Policy Adopted:
September 24, 2001
Policy Revised:
March 22, 2021

WORKPLACE VIOLENCE PREVENTION POLICY

The Patchogue Medford School District is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our agency, staff, and clients.

Workplace Violence is defined as any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of his or her employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without his or her consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

Acts of violence against any of our employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including involving law enforcement authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as clients and visitors, following all policies, procedures and practices, and for assisting in maintaining a safe and secure work environment.

As required by Labor Law §27-b, the district will develop and implement a Workplace Violence Prevention Program to comply with the law and its implementing regulations. The Program will include elements required by law and regulation, including:

a. the risk factors present in the workplace;
b. the methods the district will use to prevent incidents of violence in the workplace;
c. the methods and means by which the district will address specific identified hazards;
d. a system to report workplace violence incidents in writing;
e. a written outline for employee training; and
f. a plan for annual program and review.

The process involved in complying with New York State Labor Law Art. 2 §27-b includes a workplace evaluation that is designed to identify the risks of workplace violence to which our employees could be exposed. Authorized Employee Representative(s) will, at a minimum, be involved in:

- Evaluating the physical environment;
- developing the Workplace Violence Prevention Program; and
- reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

Workplace Violence Prevention (Cont'd.)

All employees will participate in the annual Workplace Violence Prevention Training Program. The goal of this policy is to promote the safety and well-being of all people in our workplace. All incidents of violence or threatening behavior will be responded to immediately upon notification. All personnel are responsible for notifying the Director of Security of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

Adopted:
December 18, 2023
Revised:
October 28, 2024

SICK LEAVE POLICY-RETURN TO DISTRICT SERVICE

Eligible certified and classified staff are granted a limited number of paid sick leave days by the Board of Education so that they may receive regular pay while absent from their assignments due to personal illness. Allotment of sick time and its appropriate use may be contained in each unit's collective bargaining agreement (CBA).

Sick leave is restrictive-purpose leave and the Board of Education has an inherent right and responsibility to monitor employee use of such leave in order to ascertain that they are using it for the purposes for which it is granted. Accordingly, the Board of Education directs the Superintendent of Schools to develop and implement procedures regarding the use of sick leave days by certified and classified staff of the Patchogue-Medford School District.

Suspicion of Abuse of Sick Time

Where abuse of allowable sick leave is suspected, the supervisor will offer the employee an opportunity to attend a conference to review and discuss the attendance concerns.

Where the CBA stipulates, District employees should be prepared with an acceptable form of documentation to substantiate absences. Unit members should refer to each CBA for appropriate forms of acceptable documentation. Providing such documentation gives District employees the opportunity to establish that their absences were not an abuse of their sick leave benefits.

Employees Returning from Extended Sick Leave

Upon return from an extended medical absence, the Superintendent of Schools or his or her designee may request an employee of the District (certified or classified), including employees not eligible for compensated sick leave submit clearance from the treating physician indicating the employee is capable of resuming his or her position. Furthermore, employees may be directed to submit to a physical exam by the District's physician to determine their physical or mental capacity to perform their assigned duties before such employee may be allowed to return to his/her position in the District.

Each situation will be evaluated individually prior to the employee's return to District service. Employees must be medically cleared to perform every aspect of their assigned job without restrictions. However, employees may be granted *reasonable accommodations* as determined by the District upon review of supporting documentation from the treating physician in order to return to their assignment. Such documentation is expected to indicate that the employee is capable of carrying out their assigned duties.

Adopted:
July 3, 2012
Revised:
October 24, 2022

EMPLOYEE LEAVE RECORDS

In general, employee leave days and leaves of absence shall be administered by the Superintendent in accordance with District policy and applicable contract / collective bargaining agreement. The Board reserves the right, in its sole discretion, to grant leaves of absence for purposes or under conditions not contemplated or considered in this policy statement.

The Board has the right and responsibility to monitor employee use of restrictive-purpose leave in order to ascertain that it is being used for the purposes for which it was granted. Except by permission of the Superintendent, as expressed in writing, the purpose or conditions of a leave of absence may not be altered. Under laws and rules governing such action, the Board may undertake appropriate disciplinary action where a leave of absence is falsely requested or improperly used.

Employees in Bargaining Units

Allotment of leave time and appropriate use of leave time may be contained in each unit's collective bargaining agreement (CBA). Authorization is hereby granted to the Superintendent and/or his/her designee (e.g., district administrator, building administrator or supervisor, as appropriate) to approve employee requests for leave submitted pursuant to provisions of the CBA in effect between the District and each bargaining unit. Employees must submit requests for leave in accordance with the provisions of the applicable CBA or, in the absence of specific provision in the CBA, in accordance with procedures currently utilized within the District / building / department, as applicable. Requests for leaves not covered by a CBA will be evaluated on a case-by-case basis.

Employees under Contract with the District

Authorization is hereby granted to the Superintendent and/or his/her designee (e.g., the employee's supervisor) to implement provisions for leaves of absence contained in the individual contract or fringe benefits agreement in effect between the District and the individual employee. Employees must submit requests for leave in accordance with the provisions of their individual contract or fringe benefits agreement. In the absence of any such provisions outlining the procedures for requesting and approving leave, and except in the case of an emergency, employees should submit requests for leave to the Superintendent and/or his/her designee (e.g., the employee's supervisor) in writing suitably in advance of the date on which leave is requested so that appropriate coverage can be arranged for the employee's absence. Requests for leaves not covered by contract will be evaluated on a case-by-case basis.

Employees Not in Bargaining Units

Authorization is hereby granted to the Superintendent and/or his/her designee (e.g., building administrator, as appropriate) to approve employee requests for leave where such requests are consistent with the provisions of contracts in effect between the District and the bargaining unit most compatible with the employment status of the employee. Except in cases of emergency, employees should submit requests for leave to the Superintendent and/or his/her designee (e.g.,

Employee Leave Records (Continued
Employees Not in Bargaining Units (Continued)

the employee's supervisor) in writing suitably in advance of the date on which leave is requested so that appropriate coverage can be arranged for the employee's absence.

Records Retention

Employee requests for and/or authorization given to employees to use or donate sick, vacation, personal or other leave will be retained in accordance with the ED-1 Schedule for six years. Records covering leave, absences, vacation schedules, reports of absence, and requests for leave without pay will also be retained in accordance with the ED-1 Schedule for six years.

Cross-ref: 4320, Sick Leave Policy-Return to District Service
4330, Family and Medical Leave Act (FMLA)

Ref: Education Law §§ 1709(16), 3005, 3005-a, 3005-b
Civil Service Law §§ 71–73

Adopted:
October 24, 2016
Reviewed:
August 28, 2017
Reviewed:
August 26, 2019

FAMILY AND MEDICAL LEAVE ACT (FMLA)

SUBJECT: FAMILY AND MEDICAL LEAVE

I. Introduction

The Patchogue-Medford Union Free School District (the "District") hereby adopts a Family and Medical Leave Policy (the "Policy") for eligible employees. The Board of Education, in accordance with the Family and Medical Leave Act of 1993 ("FMLA"), gives "eligible" employees of the District the right to take a leave for a period of up to twelve (12) work weeks in a twelve-month period, as determined by the District, under certain family circumstances and for certain medical reasons. While this policy provides an overview of coverage, leave entitlements, rights, and rules under the FMLA, employees should consult the FMLA and accompanying federal regulations for more detail.

II. Relation of Policy to Collective Bargaining Agreements

To the extent a collective bargaining agreement provides greater family and medical leave rights to an employee than the rights established under this Policy, the rights granted to the employee in the collective bargaining agreement will govern the family and medical leave of the employee. [If an employee is entitled to family and medical leave under this Policy and under a collective bargaining agreement, the employee's family and medical leave will be deemed to have been taken concurrently under both this Policy and the collective bargaining agreement.]

III. Calculating the "12 month-period" in which the 12 weeks of leave entitlement occurs

The District will compute the "12-month period" in which the 12 weeks of leave entitlement occurs on a rolling basis measured backward from the date an employee uses leave under this Policy. Under this "rolling" 12-month period that an employee takes leave under the terms of this Policy, the remaining leave entitlement would be any balance of the 12 weeks which has not been used during the immediately preceding 12 months. For example, if an employee has taken eight weeks of leave during the past 12 months, an additional four weeks of leave could be taken. If an employee used four weeks beginning March 1, 1994, four weeks beginning July 1, 1994 and four weeks beginning January 1, 1995, the employee would not be entitled to any additional leave until March 1, 1995. However, on March 1, 1995, the employee would be entitled to four weeks of leave, on July 1, 1995, the employee would be entitled to an additional four weeks, etc.

IV. Eligible Employees

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250-hour test, provided the District has employed them for at least twelve (12) months. However, a break in employment for military service (i.e., call to active duty) should not interrupt the twelve (12) month/1,250 hours of employment requirement and should be counted toward fulfilling this prerequisite. The law applies to both full-time and part-time employees.

V. Leave by a Husband and Wife or Domestic Partner Employed by the School District

A husband and wife or Domestic Partner who are eligible for leave under this Policy and are both employed by the District are permitted to take only a **combined total** of 12 weeks of leave during a 12-month period if the leave is taken to care for the employee's parent with a serious health condition, for the birth of the employee's son or daughter or to care for the child after the birth, or for placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement.

Family and Medical Leave Act (FMLA) (Continued)
Leave by a Husband and Wife or Domestic Partner Employed by the School District (Continued)

Where the husband and wife/Domestic Partner both use a portion of the total 12-week leave under this Policy for either the birth of a child, for placement for adoption or foster care, or to care for a parent, the husband and wife/Domestic Partner would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for FMLA leave for other purposes. For example, if each spouse/Domestic Partner took 6 weeks of leave for the birth of a child, each could later use an additional 6 weeks due to his or her own serious health condition or to care for a child with a serious health condition.

VI. Reasons for which FMLA leave may be taken

Qualified employees may be granted leave for one (1) or more of the following reasons:

a) The birth of a child and care for the infant;

b) Adoption of a child and care for the infant;

c) The placement with the employee of a child in foster care;

d) To care for a spouse, child or parent (not "in-law") who has a "serious health condition"

e) A "serious health condition" of the employee, as defined by the FMLA, that prevents the employee from performing his/her job. What constitutes a "serious health condition" under the FMLA is discussed in more detail below

f) To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member. (See section titled "Military Family Leave Entitlements" below)

g) Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation. (See section titled "Military Family Leave Entitlements" below)

VII. Serious Health Condition

For purposes of FMLA, a "serious health condition" entitling an eligible employee to FMLA leave is defined as an illness, injury, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes any one or more of the following:

(1) A period of incapacity of more than three (3) consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition that also involves:
   (a) Treatment two or more times, within 30 days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider; or
   (b) Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of the health care provider.

Family and Medical Leave Act (FMLA) (Continued)
Serious Health Condition (Continued)

(2) Any period of incapacity due to pregnancy or for prenatal care
(3) Chronic conditions, as defined in the FMLA and accompanying federal regulations
(4) Permanent or long-term conditions, as defined in the FMLA and accompanying federal regulations
(5) Conditions requiring multiple treatments, as defined in the FMLA and accompanying federal regulations.

VIII. Military Family Leave Entitlements

Military Caregiver Leave

An eligible employee who is the spouse, son, daughter, parent or next of kin (defined as the nearest blood relative) of a "covered service member" who is a member of the Armed Forces on the temporary disability retired list or who is recovering from a service-connected serious illness or injury sustained or aggravated while on active duty that may render the covered service member medically unfit to serve, or a veteran who has a qualifying injury or illness incurred during or aggravated by service within the last five (5) years that manifested itself before the covered service member became a veteran, is entitled to up to twenty-six (26) weeks of leave in a single 12-month period to care for the service member. This Military Caregiver Leave is available during a single 12-month period during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA leave. Military Caregiver Leave may be combined with other forms of FMLA-related leave providing a combined total of twenty-six (26) weeks of possible leave for any single twelve (12) month period; however, the other form of FMLA leave when combined can not exceed twelve (12) of the twenty-six (26) weeks of combined leave.

Military Caregiver Leave has a set "clock" for calculating the twelve (12) month period for when FMLA leave begins, and tolling starts at the first day of leave taken.

The term "covered service member" means:

1. A member of Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. A veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation or therapy.

"Qualifying Exigency" Leave / Call to Active Duty

An "eligible" employee is entitled to FMLA leave because of "a qualifying exigency" arising out of circumstances where the spouse, son, daughter, or parent of the eligible employee is serving in the regular Armed Forces who is deployed to a foreign country or in either the National Guard or the Reserves and is on active duty during a war or national emergency called for by the President of the United States or

Family and Medical Leave Act (FMLA) (Continued)
Military Family Leave Entitlements (Continued)

Congress, or has been notified of an impending call to active duty status, in support of a contingency operation.

A "qualifying exigency" related to families of the Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve and Coast Guard Reserve personnel on (or called to) active duty to take FMLA protected leave to manage their affairs is defined as any one of the following reasons:

1. Short-notice deployment;
2. Military events and related activities;
3. Childcare and school activities;
4. Financial and legal arrangements;
5. Counseling;
6. Rest and recuperation;
7. Post-deployment activities; and
8. Any additional activities where the employer and employee agree to the leave.

In any case in which the necessity for leave due to a qualifying exigency is foreseeable; the employee shall provide such notice to the employer as is reasonable and practicable. This military-related leave is for up to twelve (12) weeks during a single 12-month period. Leave may be taken intermittently or on a reduced leave schedule.

IX. Applying for FMLA Leave: Request Procedure, Advance Notice Requirements, Medical Certification

Request for Leave

In all cases, an employee requesting leave under this Policy must complete the attached "Certification of Health Care Provider for Employee's Serious Health Condition (Family and Medical Leave Act), Notice of Eligibility and Rights & Responsibilities (Family and Medical Leave Act), and Designation Notice (Family and Medical Leave Act)" and return it to the Office for Human Resources. The completed application must state the reason for the leave, and the starting and ending dates of the leave. The Assistant Superintendent for Human Resources will review all supporting documentation and make a recommendation to the Superintendent of Schools.

Use of Paid Leave Days for Unpaid Leaves of Absence

At the Board of Education's or employee's option, certain types of paid leave may be required or permitted to be substituted for unpaid leave, as delineated below. However, an employee is not entitled to use accrued sick leave days when he/she would not otherwise be able to use sick leave days under the terms of his/her collective bargaining agreement. Therefore, an employee will be required to use his/her accrued sick leave days concurrently with a leave taken for his/her own documented serious health condition. An employee may request a conversion of accrued family, personal, and/or vacation leave days for his/her own documented serious health condition when

Family and Medical Leave Act (FMLA) (Continued)
Applying for FMLA Leave: Request Procedure, Advance Notice Requirements, Medical Certification (Continued)

he/she has depleted his/her sick leave days. Requests for a conversion of time must be made in writing to the Assistant Superintendent for Human Resources. However,
employees taking a leave of absence to care for a spouse, child, or parent with a serious health condition may only request to utilize their accrued family, personal, and/or vacation leave days; sick leave days will not be converted for this purpose.

Advance Notice Requirements
The Board of Education has a right to, and the employee must provide, 30 days advance notice of foreseeable leave from the employee where practicable. An employee intending to take family or medical leave because of an expected birth or placement, or because of a planned medical treatment, must submit an application for leave at least thirty (30) days in advance. Employees with unforeseen needs requiring a leave must give notice to the Superintendent as soon as the necessity for the leave arises.

Medical Certification
The District can require an employee requesting a medical leave to provide certification from a doctor that outlines the basis for the leave and its anticipated duration. If the District doubts the validity of the doctor's certification, the law provides a method for obtaining a second, and, if necessary, a third medical opinion. The District may reinitiate the medical certification process with the first absence in a new 12-month leave year. The District may also require medical certification if the employee is unable to return from leave because of a serious health condition.

In addition, the Board may require an employee to submit certification from a health care provider to substantiate that the leave is due to the "serious health condition" of the employee or the employee's immediate family member. Under no circumstance should the employee's direct supervisor contact any health care provider regarding the employee's condition. All contact in this manner is to be made by a health care provider (employed at the District) a human resource professional, a leave administrator or a management official. If the medical certification requested by the District is found to be deficient, the District will indicate where the errors are, in writing, and will give the employee seven (7) days to provide corrected materials to cure any deficiency prior to any action being taken.

Procedures for Providing Proper Medical Certification

a) An application for leave based on the serious health condition of the employee or the employee's spouse, child or parent must also be accompanied by the attached "Medical Certification Statement" completed by the applicable health care provider. The certification must state the date on which the health condition commenced, the probable duration of the condition, and the appropriate medical facts regarding the condition.

b) If the leave is needed to care for a spouse, child or parent, the certification must so state along with an estimate of the amount of time the employee will be needed. If the employee has a serious health condition, the certification must state that the employee cannot perform the functions of his or her job.

Family and Medical Leave Act (FMLA) (Continued)
Applying for FMLA Leave: Request Procedure, Advance Notice Requirements, Medical Certification

c) If the District has reason to doubt the validity of the Medical Certification Statement submitted by an employee, the District may require the employee to obtain a second opinion at the District's expense. The District is permitted to designate the health care provider to furnish the second opinion, but this second opinion cannot be generated by an individual employed on a regular basis by the District.

d) If the opinions of the employee's and the District's designated health care providers differ, the District may require the employee to obtain certification from a third health care provider, again at the District's expense. This third opinion shall be final and binding. The third health care provider must be designated or approved jointly by the District and the employee. The District and the employee must each act in good faith to attempt to reach agreement on whom to select for the third opinion provider.

e) Where an employee or family member is receiving treatment from a Christian Science practitioner, an employee may not object to any requirement from the District that the employee or family member submit to examination (though not treatment) to obtain a second or third certification from a health care provider other than a Christian Science practitioner.

f) The District may require periodic re-certification by an employee's health care provider when the District, in its discretion, deems re-certification is warranted.

X. Intermittent and Reduced Schedule Leave under this Policy

Leave under this Policy may be taken intermittently or on a reduced leave schedule where leave is taken to care for a parent or child with a serious health condition or for an employee's own serious health condition. Leave may also be taken intermittently or on a reduced leave schedule where the leave is taken for a "qualifying exigency" arising out of the fact that a family member is on covered active duty in the Armed Forces, as outlined above and in the FMLA and accompanying regulations, or to care for a covered service member with a serious injury or illness. A pregnant employee may take leave intermittently for prenatal examinations or for her own condition, such as for periods of severe morning sickness. When leave is taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the District agrees. The District's agreement is not required, however, for leave during which the mother has a serious health condition in connection with the birth of her child or if the newborn child has a serious health condition.

a) The leave taken intermittently or on a reduced leave schedule must be medically necessary. This means that there must be a medical need for leave (as distinguished from voluntary treatments and procedures) and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule.

Family and Medical Leave Act (FMLA) (Continued)
Intermittent and Reduced Schedule Leave under this Policy (Continued)

b) Intermittent leave is taken in separate blocks of time due to a single illness or injury, rather than for one continuous period of time, and may include leaves of periods from an hour or more to several weeks. Examples of intermittent leave include leave taken on an occasional basis for medical appointments, or leave taken several days at a time spread over a period of six months, such as chemotherapy.

c) A reduced leave schedule is a leave schedule that reduces an employee's usual number of working hours per workweek, or hours per work day. A reduced leave schedule is a change in the employee's schedule for a period of time, normally from full-time to part-time. Such a schedule reduction might occur, for example, when an employee is recovering from a serious health condition and is not strong enough to work a full-time schedule.

d) Employees taking intermittent leave or leave on reduced schedule must attempt to schedule his or her leave so as not to disrupt the District's operations.

e) If an employee requests intermittent leave or leave on a reduced leave schedule that is foreseeable based on a planned medical treatment, including during a period of recovery from a serious health condition, the District may require the employee to transfer temporarily, during the period that the intermittent or reduced schedule leave is required, to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. Additional rules apply to instructional employees. (See section titled "Special Rules for School District Employees" below).

f) Transfer to an alternative position may require compliance with any applicable collective bargaining agreement, federal law, and state law. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent or reduced schedule leave.

g) The alternative position must have equivalent pay and benefits. An alternative position for these purposes does not have to have equivalent duties. The District may increase the pay and benefits of an existing alternative position, so as to make them equivalent to the employee's regular job. The District may also transfer the employee to a part-time job with the same hourly rate of pay and benefits, provided the employee is not required to take more leave than is medically necessary. For example, an employee desiring to take leave in increments of 4 hours per day could be transferred to a half-time job paying the same hourly rate as the employee's previous job and enjoying the same benefits. The District may not eliminate benefits which otherwise would not be provided to part-time employees; however, an employer may proportionately reduce earned benefits, such as vacation leave, where an employer's normal practice is to base such benefits on the number of hours worked.

Family and Medical Leave Act (FMLA) (Continued)
Intermittent and Reduced Schedule Leave under this Policy (Continued)

h) If an employee takes leave on an intermittent or reduced leave schedule, only the amount of leave actually taken may be counted toward the employee's leave entitlement. For example, if an employee under this Policy who normally works five days a week takes off one day, the employee would use 1/5 of a week of FMLA leave under this Policy. Similarly, if a full-time employee who normally works 8-hour days works 4-hour days under a reduced leave schedule, the employee would use ½ a week of leave each week.

i) Employees reinstated from an intermittent or reduced schedule leave will be placed in the same or equivalent position that he/she left for the purpose of FMLA, subject, however, to the additional federal regulations applicable to employees of school districts, as discussed in more detail in Section XIII below.

XI. Maintenance of Benefits During FMLA Leave

An employee on FMLA leave is entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period. In some cases, the District may recover premiums paid for maintaining an employee's health coverage if the employee fails to return to work from FMLA leave or provide appropriate documentation.

Provisions Affecting Benefits Coverage During FMLA Leave

a) During a period of family or medical leave under this Policy, an employee will be retained on the District's health plan under the same conditions that applied before the leave commenced.

b) Except as required by the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) and for "key employees" (as discussed in more detail below), the District's obligation to maintain health benefits during leave will cease if and when: the employment relationship would have terminated if the employee had not taken FMLA leave (*e.g.*, if the employee's position is eliminated as part of a nondiscriminatory reduction in force and the employee would not have been transferred to another position); an employee on leave under this Policy informs the District of his or her intent not to return from leave (including at the start of leave if the District is so informed before the leave starts); or the employee fails to return from leave, resigns, is terminated, or the employee continues on leave after exhausting his or her FMLA leave entitlement under this Policy.

c) If a "key employee" (as discussed in more detail below) does not return from leave when notified by the District that substantial or grievous economic injury will result from his or her reinstatement, the employee's entitlement to health benefits continues unless and until the employee advises the District that the employee does not desire restoration to employment at the end of the leave period, or the FMLA leave entitlement under the Policy is exhausted, or reinstatement is actually denied.

Family and Medical Leave Act (FMLA) (Continued)
Maintenance of Benefits During FMLA Leave (Continued)

d) To continue health coverage while on leave under this Policy, an employee must continue to make any contributions that he or she made to the health plan before taking leave. If leave under this Policy is substantial paid leave, the employee's share of premiums will be paid through normal payroll deductions. If leave under this Policy is unpaid, the employee must pay his or her share of the premiums to the District by the date when the District would make the payroll deduction if the employee were being paid for the leave.

e) Failure of an employee to pay his or her share of any health insurance premium within 30 days of its due date may result in loss of health coverage. Under certain circumstances, the District may be required to pay the employee's share of the health insurance premium to keep the insurance in effect. If the District pays an employee's share of any health insurance premium, the employee will be liable to and required to reimburse the District for the cost of the premium.

f) The District may also maintain other benefits on behalf of the employee, e.g., life insurance or disability insurance, by paying the employee's share of such premiums while the employee is on unpaid leave under this Policy. If the District pays an employee's share of any other benefit premium while the employee is on unpaid leave under this Policy, at the conclusion of the leave, the employee will be liable to and required to reimburse the District for the cost of such premiums, whether or not the employee returns to work.

g) An employee is not entitled to the accrual of any seniority or employment benefits during FMLA leave that would have accrued if not for the taking of leave. An employee who takes leave under this Policy will not lose any seniority or benefits that accrued before the taking of the leave.

XII. Return to Employment at the End of FMLA Leave

In most instances, on return from FMLA leave, an employee has a right to return to the same position the employee held when leave commenced or to an equivalent position with equivalent pay, benefits and working conditions. The law states that an employee does not lose accrued employment benefits as a result of the leave, but he/she is not entitled to accrue seniority during the leave period.

Special limitations apply to instructional employees returning from leave near the conclusion of an academic term. Depending on the duration of the leave and the length of time remaining until the end of the school term, the District can require the employee to wait until next term to return. For instructional employees, restoration to a position "shall be made on the basis of established Board policies and practices" and the collective bargaining agreement. For example, the District is free under the law to assign a returning elementary teacher to a different grade from the class he/she taught prior to the leave. (See section titled "Special Rules for School District Employees" below).

Procedures for Return from FMLA Leave

a) An employee must complete the attached "Notice of Intention to Return from Family or Medical Leave" before he or she can be returned to active status. If an employee wishes to return to work prior to the expiration of a leave of absence under this Policy, notification must be given to the Superintendent at least five (5) working days prior to the employee's planned return.

Family and Medical Leave Act (FMLA) (Continued)
Return to Employment at the End of FMLA Leave (Continued)

b) As a condition of restoration, each employee on leave because of a serious health condition must provide a written certification from his or her health care provider that the employee is able to resume working.

Eligibility for Restoration to Employment

a) An employee eligible for FMLA leave is entitled to be returned to the same position the employee held with leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. The District cannot guarantee that an employee will be returned to his or her original position. A determination as to whether a position is an "equivalent position" will be made by the District.

b) An employee has no greater right to reinstatement than if the employee had been continuously employed during the FMLA leave period under this Policy.

c) Under certain circumstances, the District may deny job restoration to "key employees." A "key employee" is a salaried employee eligible to take leave under this Policy who is among the highest paid ten percent of all employees—salaried and non-salaried, eligible and ineligible under this Policy—who are employed by the District.

d) In order to deny restoration to a key employee, the District must determine that the restoration of the employment will cause substantial and grievous economic injury to the operations of the District.

e) If the District believes that reinstatement may be denied to a key employee, the District must give written notice to the employee at the time leave under this Policy is requested (or when leave commences under this Policy, if earlier) that he or she qualifies as a key employee. At the same time, the District must also fully inform the employee of the potential consequences with respect to reinstatement and maintenance of health benefits if the District should determine that substantial and grievous economic injury to the District's operations will result if the employee is reinstated from FMLA leave. If such notice cannot be given immediately because of the need to determine whether the employee is a key employee, it shall be given as soon as practicable after receipt of a request for leave (or the commencement of leave, if earlier).

f) As soon as the District makes a good faith determination, based on the facts available, that substantial and grievous economic injury to its operations will result if a key employee who has requested or is using FMLA leave is reinstated, the District shall notify the employee in writing of its determination, that it cannot deny FMLA leave, and that it intends to deny restoration to employment on completion of the FMLA leave. This notice must be served either in person or by certified mail. This notice must explain the basis for the District's finding that substantial and grievous economic injury will result, and, if leave has commenced, must provide the employee a reasonable time in which to return to work, taking into account the circumstances, such as the length of the leave and the urgency of the need for the employee to return.

Family and Medical Leave Act (FMLA) (Continued)
Return to Employment at the end of FMLA Leave (Continued)

g) After notice has been given to a key employee that substantial and grievous economic injury will result if the employee is reinstated to employment, an employee is still entitled to request reinstatement at the end of the leave period even if the employee did not return to work in response to the District's notice. The District must then determine whether there will be substantial and grievous economic injury from reinstatement, based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the District must notify the employee in writing (in person or by certified mail) of the denial of the restoration.

Failure to Return from Leave

a) All employees are directed to return to work upon expiration of a family or medical leave of absence unless a written extension is granted or the employees have a right to remain on leave under a collective bargaining agreement. The failure of an employee to return to work upon the expiration of FMLA leave may be treated as a resignation and may lead the District to begin the termination process unless an extension is granted. An employee who requests an extension of FMLA leave due to the continuation, recurrence or onset of her or his own serious health condition, or of the serious health condition of the employee's spouse, child or parent, must submit a request for an extension in writing, to the Superintendent. This written request should be made as soon as the employee realizes that she or he will not be able to return at the expiration of the leave period.

b) The District may recover its share of health plan premiums (or other benefit premiums) paid by it during a period of unpaid FMLA leave from an employee if the employee fails to return to work after the employee's FMLA leave entitlement has been exhausted or expires, unless the reason the employee does not return to work is due to:

    1. The continuation, recurrence, or onset of a serious health condition of the employee or the employee's family member, or a serious injury of a covered service member, which would otherwise entitle the employee to leave under this Policy; or

    2. Other circumstances beyond the employee's control, as contemplated by the FMLA and accompanying federal regulations.

c) When an employee fails to return to work because of the continuation, recurrence, or onset of a serious health condition of the employee or employee's family member, or a serious injury or illness of a covered service member, thereby precluding the District from recovering its share of health benefit premium payments (and other benefit premium payment) made on the employee's behalf during a period of unpaid FMLA leave, the employee, upon request by the District, must provide medical certification of the employee's or the family member's serious health condition or the covered service member's serious injury or illness. This certification must be provided to the District within 30 days of the District's request. If the District does not receive the certification with 30 days of its request, or the reason for not returning to work does not meet the test of other circumstances beyond the employee's control, the District may recover its share of health benefit premiums (and other benefit premiums) it paid during the period of unpaid FMLA leave.

Family and Medical Leave Act (FMLA) (Continued)

XIII. Special Rules Applicable to School District Employees

Certain special rules apply to employees of the District under the FMLA. These special rules affect the taking of intermittent leave or leave on a reduced schedule, or leave near the end of an academic term (semester), by "instructional employees."

An "instructional employee" is an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

In addition, special rules that apply to restoration to an equivalent position apply to all employees of the District.

Limitations on Intermittent Leave Taken By Instructional Employees

FMLA leave that is taken at the end of the school year and resumes at the beginning of the next school year is not regarded as intermittent leave but rather as consecutive leave. The period in the interim (i.e., summer vacation) is not counted against an employee's FMLA leave entitlement, and the employee must continue to receive any benefits that are customarily given over the summer break.

Intermittent leave may be taken but must meet certain criteria:

a) If an eligible instructional employee requests intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, the District may require the employee to choose either to:
   1. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

   2. Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates the recurring periods of leave then does the employer's regular position.

b) These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an instructional employee who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position. "Periods of a particular duration" means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave.

Family and Medical Leave Act (FMLA) (Continued)
Special Rules Applicable to School District Employees (Continued)

If an instructional employee does not give required notice of a foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the District may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. In the alternative, the District may require the employee to delay the leave until the notice provision is met. This notice requirement will be no more strict than that required for other employees taking paid or unpaid leave.

If an employee chooses or is required to take leave "for periods of a particular duration" in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

Leave Taken by Instructional Employees Near the End of the Instructional Year
There are also special requirements for instructional employees taking leave depending on the leave's relation to the end of the term. Regular rules apply except in circumstances when:

1. An instructional employee begins leave more than five weeks before the end of a semester. The District may require the employee to continue taking leave until the end of the term if:

    a. The leave will last at least three weeks, and
    b. The employee would return to work during the three-week period before the end of the term.

2. The instructional employee begins leave for a purpose other than the employee's own serious health condition during the five-week period before the end of a semester. the District may require the employee to continue taking leave until the end of the semester if:

    a. The leave will last more than two weeks, and
    b. The employee would return to work during the two-week period before the end of the semester.

3. The instructional employee begins leave for a purpose other than the employee's own serious health condition during the three-week period before the end of a semester, and the leave will last more than five working days. The District may require the employee to continue taking leave until the end of the semester.

In the case of an employee who is required to take leave until the end of a semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The District has the option not to require the employee to stay on leave until the end of the semester. Therefore, any additional leave required by the District to the end of the semester is not counted as FMLA leave; however, the District shall be required to maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

Restoration to an Equivalent Position
The determination of how an employee is to be restored to "an equivalent position" upon return from FMLA leave will be made on the basis of "established school board policies and collective bargaining agreements." The employee will be advised of restoration rights prior to taking FMLA leave. Policies or collective bargaining agreements will hereafter provide for restoration to an "equivalent position" with equivalent employment benefits, pay, and other terms and conditions of employment.

XIV. FMLA Notice

A notice which explains the FMLA provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building, and a notice of an employee's FMLA rights and responsibilities shall be either placed in the employee handbook of the employer or furnished to each new employee upon hire. The District has five (5) days to supply such notice from the date of hire. Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Family and Medical Leave Act of 1993 (as amended), Public Law 103-3
National Defense Authorization Act of 2008, Public Law 110-181
10 United States Code (USC) 101 (1) (13)
29 Code of Federal Regulations (CFR) Part 825
Health Insurance Portability and Accountability Act of 1996(HIPAA). Public Law 104-191
45 Codes of Federal Regulations (CFR) Parts 160 and 164

Adopted:
June 4, 2012
Revised:
June 24, 2019

Certification of Health Care Provider for Employee's Serious Health Condition (Family and Medical Leave Act)

U.S. Department of Labor
Wage and Hour Division

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR, RETURN TO THE PATIENT

OMB Control Number: 1235-0003
Expires: 8/31/2021

SECTION I: For Completion by the EMPLOYER

INSTRUCTIONS to the EMPLOYER: The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. Please complete Section I before giving this form to your employee. Your response is voluntary. While you are not required to use this form, you may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308. Employers must generally maintain records and documents relating to medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

Employer name and contact: _____

Employee's job title: _____ Regular work schedule: _____

Employee's essential job functions: _____

_____

Check if job description is attached: ____

SECTION II: For Completion by the EMPLOYEE

INSTRUCTIONS to the EMPLOYEE: Please complete Section II before giving this form to your medical provider. The FMLA permits an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to your own serious health condition. If requested by your employer, your response is required to obtain or retain the benefit of FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. 29 C.F.R. § 825.313. Your employer must give you at least 15 calendar days to return this form. 29 C.F.R. § 825.305(b).

Your name: _____
First Middle Last

SECTION III: For Completion by the HEALTH CARE PROVIDER

INSTRUCTIONS to the HEALTH CARE PROVIDER: Your patient has requested leave under the FMLA. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b). Please be sure to sign the form on the last page.

Provider's name and business address: _____

Type of practice / Medical specialty: _____

Telephone: (_____)_____ Fax:(_____)_____

PART A: MEDICAL FACTS

1. Approximate date condition commenced: _____

   Probable duration of condition: _____

   Mark below as applicable:
   Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?
   ___No ___Yes. If so, dates of admission:

   _____

   Date(s) you treated the patient for condition:

   _____

   Will the patient need to have treatment visits at least twice per year due to the condition? ___No ___ Yes.

   Was medication, other than over-the-counter medication, prescribed? ___No ___Yes.

   Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)?
   ____No ____Yes. If so, state the nature of such treatments and expected duration of treatment:

   _____

2. Is the medical condition pregnancy? ___No ___Yes. If so, expected delivery date: _____

3. Use the information provided by the employer in Section I to answer this question. If the employer fails to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of his/her job functions.

   Is the employee unable to perform any of his/her job functions due to the condition: ____ No ____ Yes.

   If so, identify the job functions the employee is unable to perform:

   _____

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment):

   _____

   _____

   _____

   _____

   _____

   _____

   _____

CONTINUED ON NEXT PAGE

PART B: AMOUNT OF LEAVE NEEDED

5. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? ___No ___Yes.

   If so, estimate the beginning and ending dates for the period of incapacity: _____

6. Will the employee need to attend follow-up treatment appointments or work part-time or on a reduced schedule because of the employee's medical condition? ___No ___Yes.

   If so, are the treatments or the reduced number of hours of work medically necessary? ___No ___Yes.

   Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:

   _____

   Estimate the part-time or reduced work schedule the employee needs, if any:

   _____ hour(s) per day; _____ days per week from _____ through _____

7. Will the condition cause episodic flare-ups periodically preventing the employee from performing his/her job functions? ____No ____Yes.

   Is it medically necessary for the employee to be absent from work during the flare-ups? ____ No ____Yes. If so, explain:

   _____

   _____

   Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g., 1 episode every 3 months lasting 1-2 days):

Frequency : _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or ___ day(s) per episode

ADDITIONAL INFORMATION: IDENTIFY QUESTION NUMBER WITH YOUR ADDITIONAL ANSWER.

_____

_____

_____

_____

_____

_____

CONTINUED ON NEXT PAGE

Signature of Health Care Provider **Date**

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 20 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Ave., NW, Washington, DC 20210. **DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR; RETURN TO THE PATIENT.**

Certification of Health Care Provider for Family Member's Serious Health Condition (Family and Medical Leave Act)

U.S. Department of Labor
Wage and Hour Division

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Expires: 8/31/2021

SECTION I: For Completion by the EMPLOYER

INSTRUCTIONS to the EMPLOYER: The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave to care for a covered family member with a serious health condition to submit a medical certification issued by the health care provider of the covered family member. Please complete Section I before giving this form to your employee. Your response is voluntary. While you are not required to use this form, you may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308. Employers must generally maintain records and documents relating to medical certifications, recertifications, or medical histories of employees' family members, created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

Employer name and contact: _____

_____

SECTION II: For Completion by the EMPLOYEE

INSTRUCTIONS to the EMPLOYEE: Please complete Section II before giving this form to your family member or his/her medical provider. The FMLA permits an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a covered family member with a serious health condition. If requested by your employer, your response is required to obtain or retain the benefit of FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. 29 C.F.R. § 825.313. Your employer must give you at least 15 calendar days to return this form to your employer. 29 C.F.R. § 825.305.

Your name: _____
First Middle Last

Name of family member for whom you will provide care: _____
First Middle Last

Relationship of family member to you: _____

If family member is your son or daughter, date of birth: _____

Describe care you will provide to your family member and estimate leave needed to provide care:

_____

_____

_____

_____ _____
Employee Signature Date

CONTINUED ON NEXT PAGE

SECTION III: For Completion by the HEALTH CARE PROVIDER

INSTRUCTIONS to the HEALTH CARE PROVIDER: The employee listed above has requested leave under the FMLA to care for your patient. Answer, fully and completely, all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the patient needs leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), or genetic services, as defined in 29 C.F.R. § 1635.3(e). Page 3 provides space for additional information, should you need it. Please be sure to sign the form on the last page.

Provider's name and business address: _____

Type of practice / Medical specialty: _____

Telephone: (_____) _____ Fax:(_____) _____

PART A: MEDICAL FACTS

1. Approximate date condition commenced: _____

   Probable duration of condition: _____

   Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?
   ___No ___Yes. If so, dates of admission: _____

   Date(s) you treated the patient for condition: _____

   Was medication, other than over-the-counter medication, prescribed? ___No ___Yes.

   Will the patient need to have treatment visits at least twice per year due to the condition? ___No ____ Yes

   Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)?
   ____ No ____Yes. If so, state the nature of such treatments and expected duration of treatment:

   _____

   _____

2. Is the medical condition pregnancy? ___No ___Yes. If so, expected delivery date: _____

3. Describe other relevant medical facts, if any, related to the condition for which the patient needs care (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment):

_____

_____

_____

PART B: AMOUNT OF CARE NEEDED: When answering these questions, keep in mind that your patient's need for care by the employee seeking leave may include assistance with basic medical, hygienic, nutritional, safety or transportation needs, or the provision of physical or psychological care:

4. Will the patient be incapacitated for a single continuous period of time, including any time for treatment and recovery? ___No ___Yes.

   Estimate the beginning and ending dates for the period of incapacity: _____

   During this time, will the patient need care? __ No __ Yes.

   Explain the care needed by the patient and why such care is medically necessary:

   _____

   _____

   _____

   _____

   _____

5. Will the patient require follow-up treatments, including any time for recovery? ___No ___Yes.

   Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:

   _____

   Explain the care needed by the patient, and why such care is medically necessary: _____

   _____

6. Will the patient require care on an intermittent or reduced schedule basis, including any time for recovery? __ No __ Yes.

   Estimate the hours the patient needs care on an intermittent basis, if any:

   _____ hour(s) per day; _____ days per week from _____ through _____

   Explain the care needed by the patient, and why such care is medically necessary:

   _____

   _____

   _____

   _____

7. Will the condition cause episodic flare-ups periodically preventing the patient from participating in normal daily activities? ____No ____Yes.

Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g., 1 episode every 3 months lasting 1-2 days):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or ___ day(s) per episode

Does the patient need care during these flare-ups? ____ No ____ Yes.

Explain the care needed by the patient, and why such care is medically necessary: _____

_____

_____

_____

_____

ADDITIONAL INFORMATION: IDENTIFY QUESTION NUMBER WITH YOUR ADDITIONAL ANSWER.

_____

_____

_____

_____

_____

_____

_____ _____

Signature of Health Care Provider **Date**

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 20 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Ave., NW, Washington, DC 20210.
DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR; RETURN TO THE PATIENT.

Notice of Eligibility and Rights & Responsibilities (Family and Medical Leave Act)

U.S. Department of Labor
Wage and Hour Division

U.S. Wage and Hour Division

OMB Control Number: 1235-0003
Expires: 8/31/2021

In general, to be eligible an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. While use of this form by employers is optional, a fully completed Form WH-381 provides employees with the information required by 29 C.F.R. § 825.300(b), which must be provided within five business days of the employee notifying the employer of the need for FMLA leave. Part B provides employees with information regarding their rights and responsibilities for taking FMLA leave, as required by 29 C.F.R. § 825.300(b), (c).

[Part A – NOTICE OF ELIGIBILITY]

TO: _____
Employee

FROM: _____ _____
Employer Representative

DATE: _____ _____

On _____, you informed us that you needed leave beginning on _____ for:

_____ The birth of a child, or placement of a child with you for adoption or foster care;

_____ Your own serious health condition;

_____ Because you are needed to care for your ____ spouse; _____child; _____ parent due to his/her serious health condition.

_____ Because of a qualifying exigency arising out of the fact that your ____ spouse; _____son or daughter; _____ parent is on covered active duty or call to covered active duty status with the Armed Forces.

_____ Because you are the ____ spouse; _____son or daughter; _____ parent; _____ next of kin of a covered servicemember with a serious injury or illness.

This Notice is to inform you that you:

_____ Are eligible for FMLA leave (See Part B below for Rights and Responsibilities)

_____ Are **not** eligible for FMLA leave, because (only one reason need be checked, although you may not be eligible for other reasons):

_____ You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately ___ months towards this requirement.
_____ You have not met the FMLA's hours of service requirement.
_____ You do not work and/or report to a site with 50 or more employees within 75-miles.

If you have any questions, contact _____ or view the FMLA poster located in _____.

[PART B-RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA LEAVE]

As explained in Part A, you meet the eligibility requirements for taking FMLA leave and still have FMLA leave available in the applicable 12-month period. **However, in order for us to determine whether your absence qualifies as FMLA leave, you must return the following information to us by** _____. (If a certification is requested, employers must allow at least 15 calendar days from receipt of this notice; additional time may be required in some circumstances.) If sufficient information is not provided in a timely manner, your leave may be denied.

___ Sufficient certification to support your request for FMLA leave. A certification form that sets forth the information necessary to support your request ____is/____ is not enclosed.

___ Sufficient documentation to establish the required relationship between you and your family member.

___ Other information needed (such as documentation for military family leave): _____

_____

_____

___ No additional information requested

CONTINUED ON NEXT PAGE

If your leave does qualify as FMLA leave you will have the following **responsibilities** while on FMLA leave (only checked blanks apply):

____ Contact _____ at _____ to make arrangements to continue to make your share of the premium payments on your health insurance to maintain health benefits while you are on leave. You have a minimum 30-day (or, indicate longer period, if applicable) grace period in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.

____ You will be required to use your available paid _____ **sick,** _____ **vacation,** and/or _____**other leave** during your FMLA absence. This means that you will receive your paid leave and the leave will also be considered protected FMLA leave and counted against your FMLA leave entitlement.

____ Due to your status within the company, you are considered a "key employee" as defined in the FMLA. As a "key employee," restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. We ___**have**/____ **have not** determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us.

____ While on leave you will be required to furnish us with periodic reports of your status and intent to return to work every _____. (Indicate interval of periodic reports, as appropriate for the particular leave situation).

If the circumstances of your leave change, and you are able to return to work earlier than the date indicated on the this form, you will be required to notify us at least two workdays prior to the date you intend to report for work.

If your leave does qualify as FMLA leave you will have the following **rights** while on FMLA leave:

- You have a right under the FMLA for up to 12 weeks of unpaid leave in a 12-month period calculated as:
  - _____ the calendar year (January – December).
  - _____ a fixed leave year based on _____.
  - _____ the 12-month period measured forward from the date of your first FMLA leave usage.
  - _____ a "rolling" 12-month period measured backward from the date of any FMLA leave usage.
- You have a right under the FMLA for up to 26 weeks of unpaid leave in a single 12-month period to care for a covered servicemember with a serious injury or illness. This single 12-month period commenced on _____.
- Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.
- You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.)
- If you do not return to work following FMLA leave for a reason other than: 1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; 2) the continuation, recurrence, or onset of a covered servicemember's serious injury or illness which would entitle you to FMLA leave; or 3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.
- If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to have ____ **sick,** ____**vacation,** and/or ___ **other leave** run concurrently with your unpaid leave entitlement, provided you meet any applicable requirements of the leave policy. Applicable conditions related to the substitution of paid leave are referenced or set forth below. If you do not meet the requirements for taking paid leave, you remain entitled to take unpaid FMLA leave.

  ____For a copy of conditions applicable to sick/vacation/other leave usage please refer to _____ available at: _____.

  ____Applicable conditions for use of paid leave:_____

  _____

  _____

  _____

  _____

Once we obtain the information from you as specified above, we will inform you, within 5 business days, whether your leave will be designated as FMLA leave and count towards your FMLA leave entitlement. If you have any questions, please do not hesitate to contact:

_____at _____.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to provide employees with notice of their eligibility for FMLA protection and their rights and responsibilities. 29 U.S.C. § 2617; 29 C.F.R. § 825.300(b), (c). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Ave., NW, Washington, DC 20210. **DO NOT SEND THE COMPLETED FORM TO THE WAGE AND HOUR DIVISION.**

Designation Notice (Family and Medical Leave Act)

U.S. Department of Labor
Wage and Hour Division

U.S. Wage and Hour Division

OMB Control Number: 1235-0003
Expires: 8/31/2021

Leave covered under the Family and Medical Leave Act (FMLA) must be designated as FMLA-protected and the employer must inform the employee of the amount of leave that will be counted against the employee's FMLA leave entitlement. In order to determine whether leave is covered under the FMLA, the employer may request that the leave be supported by a certification. If the certification is incomplete or insufficient, the employer must state in writing what additional information is necessary to make the certification complete and sufficient. While use of this form by employers is optional, a fully completed Form WH-382 provides an easy method of providing employees with the written information required by 29 C.F.R. §§ 825.300(c), 825.301, and 825.305(c).

To: _____

Date: _____

We have reviewed your request for leave under the FMLA and any supporting documentation that you have provided. We received your most recent information on _____ and decided:

_____ **Your FMLA leave request is approved. All leave taken for this reason will be designated as FMLA leave.**

The FMLA requires that you notify us as soon as practicable if dates of scheduled leave change or are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against your leave entitlement:

_____ Provided there is no deviation from your anticipated leave schedule, the following number of hours, days, or weeks will be counted against your leave entitlement: _____

_____ Because the leave you will need will be unscheduled, it is not possible to provide the hours, days, or weeks that will be counted against your FMLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).

Please be advised (check if applicable):

_____ You have requested to use paid leave during your FMLA leave. Any paid leave taken for this reason will count against your FMLA leave entitlement.

_____ We are requiring you to substitute or use paid leave during your FMLA leave.

_____ You will be required to present a fitness-for-duty certificate to be restored to employment. If such certification is not timely received, your return to work may be delayed until certification is provided. A list of the essential functions of your position ___ **is** ___ **is not** attached. If attached, the fitness-for-duty certification must address your ability to perform these functions.

_____ **Additional information is needed to determine if your FMLA leave request can be approved:**

_____ The certification you have provided is not complete and sufficient to determine whether the FMLA applies to your leave request. You must provide the following information no later than _____, unless it is not
(Provide at least seven calendar days)
practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied.

_____
(Specify information needed to make the certification complete and sufficient)

_____

_____ We are exercising our right to have you obtain a second or third opinion medical certification at our expense, and we will provide further details at a later time.

_____ Your FMLA Leave request is Not Approved.
_____ The FMLA does not apply to your leave request.
_____ You have exhausted your FMLA leave entitlement in the applicable 12-month period.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to inform employees in writing whether leave requested under the FMLA has been determined to be covered under the FMLA. 29 U.S.C. § 2617; 29 C.F.R. §§ 825.300(d), (e). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 – 30 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Ave., NW, Washington, DC 20210. **DO NOT SEND THE COMPLETED FORM TO THE WAGE AND HOUR DIVISION.**

EMPLOYEE RIGHTS
UNDER THE FAMILY AND MEDICAL LEAVE ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

LEAVE ENTITLEMENTS

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

BENEFITS & PROTECTIONS

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

ELIGIBILITY REQUIREMENTS

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

*Special "hours of service" requirements apply to airline flight crew employees.

REQUESTING LEAVE

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection. Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

EMPLOYER RESPONSIBILITIES

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

ENFORCEMENT

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information or to file a complaint:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

www.dol.gov/whd

U.S. Department of Labor | Wage and Hour Division

WHD

WH1420 REV 04/10

Patchogue-Medford Schools

Office for Human Resources
241 South Ocean Avenue
Patchogue, New York 11772
(631) 687-6340
FAX (631) 687-6349

NOTICE OF INTENTION TO RETURN FROM LEAVE

To be completed by Employee:

Name_____

Supervisor_____

Date Leave Commenced_____

Date of Planned Return_____

I understand that my restoration to employment is subject to the following conditions:

1. As a condition of restoration, each employee must provide a written certification from his or her health care provider that the employee is able to resume working.

2. Every attempt will be made to restore an employee returning from leave to his or her original position. If the employee's original position is unavailable, the employee will be placed in an equivalent position with equivalent pay and benefits.

3. Any employee returning from family and medical leave shall not be entitled to the accrual of any seniority or employment benefits during an unpaid leave.

Employee's Signature_____

Date_____

To be completed by Medical Provider:

I have examined _____ and can

certify that he or she is fully able to resume working on date)_____

Health Care Provider's Signature_____

Health Care Provider (print) _____

Address _____

Telephone Number_____ Date_____

Revised 4/2/2012

TECHNOLOGY ACCEPTABLE USE POLICY

The use of the Patchogue-Medford School District's Technology is a privilege. It is expected that all individuals utilizing District provided Technologies will undertake responsibility for their actions and words and respect the rights and privileges of others. Failure to comply with this acceptable use policy may have cybersecurity consequences that could affect the entire district. It is essential that users familiarize themselves with the contents of this policy to ensure safe and educationally sound use of the District's Technology. This policy pertains to all that are granted access to Patchogue-Medford School District technology services.

I. Personal Safety

Individuals utilizing Patchogue-Medford Technology are to exercise caution at all times. The following will assist:

A. Do not post personal contact information (e.g., address, telephone number, etc.) about yourself or any other person.
B. Do not signup or enter into any agreement with a third party vendor without the approval of the Technology Department.
C. Use caution when utilizing technologies that are connected to the internet. Beware of attachments, senders, and websites you may visit.
D. Cellphones may be utilized for personal safety (RAVE, 911), and MFA (multi-factor authentication).

II. System Security

For security reasons, individuals utilizing Patchogue-Medford Technologies are to demonstrate responsible use at all times. The following will assist:

A. Be responsible for your individual account and take all reasonable precautions to prevent others from being able to access your account. Under no condition should you provide access to your account to any other person. Refer to Board of Education Policy 3803
B. Should you see a security concern, immediately notify the Technology Department or supervisor.
C. Personal devices must not be brought into the District. This includes but is not limited to: printers, laptops, desktops, tablets, iPads, routers, switches, or cameras.
D. Do not intentionally try to circumvent District security or filtering. This includes bringing in your own routers, switches, wireless routers, and or the installation of software to allow unfiltered access to the internet
on District devices or personal cellphones utilized for safety.
E. Do not install VPN software on any device connected to the District's network.

III. Legal Activities

Individuals utilizing Patchogue-Medford Technology are to adhere to the following:

A. Do not attempt to gain unauthorized access to any computer system or go beyond the authorized access by entering another person's ID or accessing another person's files.

B. Do not deliberately attempt to disrupt District Technology or destroy data by spreading computer viruses or by any other means.
C. Do not use the District computer systems to engage in any illegal act.

IV. Inappropriate Language

Individuals utilizing District Technology will conduct themselves in the same manner as expected within the school itself. For example:

A. Appropriate language is to be used at all times. As within the school itself, obscene, profane, inflammatory, and/or threatening language is not to be used at any time.
B. Do not post information that could cause danger or disruption.
C. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

V. Respect for Privacy

A. Do not post private information. Refer to the guidelines set forth in Board of Education Policy 4430.

VI. Respecting Resource Limits

The District network is a limited resource. Activity unrelated to the District on the network may cause unintentional problems such as system slowdown, stoppage, or "crashes." Consequently, users are to adhere to the following:

A. Use the system for educational and career development activities only. There is no limit on use for education and career development activities.
B. Keep your personal files separate from District Technology
C. Utilize District provided resources for movies, documentaries, and audio recordings which are to be used for instructional use.

VII. Plagiarism and Copyright Infringement

Individuals utilizing District Technology are to adhere to the following:

A. Do not plagiarize work found on the Internet. Plagiarism is the piracy of ideas or writings of others.
B. Respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by copyright. If a work contains language that specifies appropriate reproduction of that work, the expressed requirements are to be followed. If unsure, permission from the copyright owner is required. Direct any questions regarding copyright requirements to a supervisor.
C. Copyright violations may occur in all forms text, video, and audio.

Technology Acceptable Use Policy (Cont'd.)

D. Personal subscriptions (Netflix, Disney Plus, Hulu, etc.) to services do not always grant you the ability to share with audiences larger than yourself.

VIII. Inappropriate Access to Material

A. Do not use Patchogue Medford Technology to access material that is illegal, profane, or obscene or that advocates illegal acts of violence or discrimination toward other people.
B. If you mistakenly access inappropriate information, you should immediately contact the Technology Department. This will protect you against a claim of intentional violation of this policy.

IX. Software and Online Applications

A. All software and online applications must be approved by the District before they can be used.
B. Any software or online application that requires personal identifiable information or the creation of a username and password cannot be configured or setup without the approval of the Technology Department and Data Privacy Officer.
C. Employees may not enter into an agreement for software or online applications without written approval from the Technology Department, Data Privacy Officer, or Superintendent of Schools.
D. Employees are responsible for securing and monitoring how they share files when using district approved remote file storage.
E. Employees should not save or share files that contain Personally Identifiable Information in any application that is not approved by the District.
F. Application may be blocked or removed at anytime.

X. Your Rights

A. Search and Seizure You should be aware that the contents of your personal files on the District system may be monitored if a policy or legal infraction is suspected. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy and/or have engaged in illegal activity on the District's system. An individual search will be conducted if there is reasonable suspicion that you have violated this policy. The investigation will be reasonable and related to the suspected violation.
B. Due Process
    1. In the event of a claim that a violation of this policy has occurred, an investigation will be conducted and appropriate disciplinary action will be taken, if necessary. Depending on the result of this investigation, additional restrictions may be placed on an individual's use of the District's Internet connection. The District will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the District computer system.

Technology Acceptable Use Policy (Cont'd.)

Policy Adopted:
September 24, 2001
Policy Revised:
April 15, 2013
Policy Revised:
February 26, 2018
Policy Revised:
June 29, 2020
Policy Revised:
June 28, 2021
Policy Revised:
May 23, 2022Policy Reviewed:
December 19, 2022
Policy Revised:
August 21, 2023
Policy Revised:
September 16, 2024
Policy Revised:
May 19, 2025

Administrative Regulations

TECHNOLOGYACCEPTABLE USE POLICY

1. All employees and other network users must accept the revised Board of Education Technology Acceptable Use Policy 4410 adopted by the Board of Education.

2. At time of employment users will sign the Technology Acceptable Use Policy. Employees are expected to review and understand updates to this policy as they are instituted.

3. The Human Resources office will require all new employees to review and sign said form prior to Board appointment.

4. Non-employees of the Patchogue-Medford School District may be granted credentials to access the district's technology services only under specific circumstances as determined by the Superintendent of Schools or his/her designee.
5. Should access be granted, these individuals will be required to accept and sign this Technology Acceptable Use Policy. Access will not be provided until the form is accepted.

Regulations Adopted:
September 24, 2001
Regulations Revised:
June 28, 2021
Regulations Revised:
December 19, 2022
Regulations Revised:
August 21, 2023
Regulations Reviewed:
September 16, 2024
Regulations Revised:
May 19, 2025

EXHIBIT 1
Employee Access Form

The District makes no guarantee that the functions or the services provided by or through the District system will be error free or without defect. The District will not be responsible for any damage suffered including, but not limited to, loss of data or interruptions of the system. The District will not be responsible for financial obligations arising from unauthorized use of the system. The Patchogue-Medford School District reserves the right to access all network activity logs including but not limited to access of laptops, desktops, OneDrive Data, e-mail data, and other District owned devices or resources.

User

I have read and understand the District's Technology Acceptable Use Policy.

Name (Please Print):

Signature: _____ Date:

(Digital acceptance required.)

EXHIBIT 2

NON-EMPLOYEE ACCESS REQUEST FORM

Non-Employee Access Request Form

Credentials shall not be provided until the District's Technology Acceptable Use Policy is reviewed and acknowledged. Such acknowledgment may be completed digitally.

Technology Acceptable Use Policy

Patchogue-Medford Employee Making the Request *

Agency or Group *

External User's Full Name *

External User's Email Address *

Job Title of External User

Date access needed from *

mm/dd/yyyy

Date access needed until *

mm/dd/yyyy

Reason for Access Request *

Access Needs *

- [ ] OneDrive
- [ ] Email
- [ ] WiFI
- [ ] Other

Patchogue-Medford School District
Technology Acceptable Use Policy

The use of the Patchogue-Medford School District's Technology is a privilege. It is expected that all individuals utilizing District provided Technologies will undertake responsibility for their actions and words and respect the rights and privileges of others. Failure to comply with this acceptable use policy may have cybersecurity consequences that could affect the entire district. It is essential that users familiarize themselves with the contents of this policy to ensure safe and educationally sound use of the District's Technology.

Board of Education Policy 4410 - Technology Acceptable Use Policy can be viewed on the Patchogue-Medford School District website.

https://www.pmschools.org/board-of-education/board-policies

I have read and understand the District's Technology Acceptable Use Policy. *

Enter Full Name

Signature *

clear

Submit

REMOTE ACCESS TO COMPUTER NETWORK

The purpose of this policy is to establish standards for connecting to the Patchogue-Medford UFSD network from any external host. These standards are designed to minimize the potential exposure to the district from damages that may result from unauthorized use of Patchogue-Medford resources. Damages include the loss of sensitive or organization confidential data, intellectual property, damage to public image, or damage to Patchogue-Medford internal systems.

This policy applies to all Patchogue-Medford employees, contractors, vendors and agents with a Patchogue-Medford-owned or personally-owned computer or workstation used to connect to the Patchogue-Medford network. This policy applies to remote access connections used to do work on behalf of Patchogue-Medford. Remote access implementations that are covered by this policy include, but are not limited to, VPN (Virtual Private Network), RDP (Remote Desktop Protocol), or similar remote access software.

It is the responsibility of Patchogue-Medford employees, contractors, vendors and agents with remote access privileges to Patchogue-Medford's corporate network to ensure that their remote access connection is given the same consideration as the user's on-site connection to Patchogue-Medford. Remote access usage shall not violate any Patchogue-Medford policies, perform illegal activities, or be used for outside business interests.

End-users interested in obtaining remote access privileges shall contact the Executive Director of Technology for consideration and be authorized by the Superintendent or his/her designee. Each request for remote access will be evaluated on a case-by-case basis. A Remote Access Agreement (see Exhibits A and B) must be signed and submitted prior to access being granted.

Secure remote access will be strictly controlled. Control will be enforced via multi-factor authentification. At no time should any Patchogue-Medford employee or vendor provide login or email password to anyone. All hosts connected to Patchogue-Medford internal networks via remote access technologies must use the most up-to-date anti-virus/spyware software. This includes personal computers.

The internal claims auditor will review the VPN access logs on a monthly basis. The Business Office will provide these reports to the Board of Education in accordance with indicated agenda review deadlines. Any exceptions will be reported to the Board and Assistant Superintendent of Business and Operations, or designee.

Any employee, contractor or vendor found to have violated this policy shall have remote access rights revoked and may be subject to disciplinary action, up to and including termination of employment or contract as applicable. Restoration of remote access rights will occur on a case-by-case basis in consultation with the employee's supervisor and other authorities as needed. Vendors accessing the Patchogue-Medford network shall be subject to having access rights revoked with no liability on the District's part.

Adopted:
April 15, 2013
Revised:
February 26, 2018

Remote Access to Computer Network (Continued)

Revised:
June 29, 2020
Revised:
January 23, 2023
Revised:
August 21, 2023
Revised:
September 16, 2024

Exhibit A

Remote Access to Computer Network

INDIVIDUAL CONFIDENTIALITY AND REMOTE ACCESS AGREEMENT

Please print or type:

Company: _____

Individual to be given access: _____

Primary contact person for this individual at Patchogue-Medford Union Free School District: _____

I am employed by (or work under contract with) the Company listed above, and in order to perform my work for the Company I will require access to the computer system of Patchogue-Medford Union Free School District ("Patchogue-Medford"). As a condition of being allowed such access, I agree that:

- I will use only the log-in ID assigned to me by Patchogue-Medford when logging on to Patchogue-Medford's computer system;
- I will log-off Patchogue-Medford's system immediately upon completion of each session of service;
- I will not allow other individuals to access Patchogue-Medford's computer system;
- I will keep strictly confidential the log-in ID and all other information that enables such access;
- I will not intentionally access any information or data other than that which I have been specifically authorized to access by Patchogue-Medford;
- I will not simultaneously access the Internet or any other third-party network while logged on to Patchogue-Medford's computer system;
- My access to Patchogue-Medford's computer system is subject to monitoring by Patchogue-Medford;
- I will not make any change to any of Patchogue-Medford's systems without Patchogue-Medford's prior written approval for the specific change.

I also agree to keep strictly confidential all information to which I have access or which I otherwise acquire. I agree that I will not, directly or indirectly, disclose any Patchogue-Medford information to any person except specified personnel of Patchogue-Medford and others providing services relating to Patchogue-Medford who have a need to know to fulfill their job responsibilities and business obligations and have undertaken a similar confidentiality obligation. I agree that I will not appropriate any information to my own use or to the use of any other person or entity. I further agree not to remove any information from Patchogue-Medford's premises or systems without express permission from the individual named above as "Primary contact person for this individual at Patchogue-Medford", or that person's delegate.

By signing below, I agree to be personally bound by this agreement.

_____ _____

Signature of individual to be given access Date

After completing this form, please submit to Patchogue-Medford UFSD, Attention: James Richroath at jrichroath@pmschools.org or cpantina@pmchools.org

Exhibit B

Remote Access to Computer Network

USER ACCESS DETAILS

This form is to be completed and retained by the Technology Department, alongside a copy of the signed Remote Access Agreement.

USER INFORMATION:

Name: _____

Title: _____ Company: _____

ACCESS DETAILS:

Reason for Access: _____

_____

Server/s:_____

Network IP or Range: _____

Applications: _____

Notes:

****

Activation Date: _____ De-Activation Date: _____

Completed by:_____ Date:_____

INFORMATION SECURITY BREACH AND NOTIFICATION

The Board of Education acknowledges the heightened concern regarding the rise in identity theft and the need for secure networks and prompt notification when security breaches occur. To this end, the Board directs the Superintendent of Schools, in accordance with appropriate business and technology personnel, to establish regulations which:

- Identify and/or define the types of private information that is to be kept secure, which will include all "personally identifiable information" of students, and District employees under Education Law §2-d and Part 121 of the regulations of the Commissioner of Education. For purposes of this policy, "private information" does not include information that can lawfully be made available to the general public pursuant to federal or state law or regulation;
- Include procedures to identify any breaches of security that result in the release ofprivate information; and
- Include procedures to notify persons affected by the security breach as required by law.

Additionally, pursuant to Labor Law §203-d, the district will not communicate employee "personal identifying information" to the general public. This includes but is not limited to social security number, home address or telephone number, personal email address, Internet identification name or password, parent's surname prior to marriage, or driver's license number. In addition, the district will protect employee social security numbers in that such numbers shall not: be publicly posted or displayed, be printed on any ID badge, card or time card, be placed in files with unrestricted access, or be used for occupational licensing purposes. Employees with access to such information shall be notified of these prohibitions and their obligations.

Any breach of the district's information storage or computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district shall be promptly reported to the Data Protection Officer, the Superintendent and the Board of Education.

Cross-ref: 1111, Public Access to School District Records
1310, Release of Information about Staff Members, School Volunteers and Students
3802, Technology Security for Personal, Private and Sensitive Information
4410, Technology Acceptable Use Policy
4411, Remote Access to Computer Network
4420, Computer Controls Policy for Financial Software
5125, Availability of Student Records in Accordance with the Family Educational Rights and Privacy Act of 1974
6147, Technology Acceptable Use Policy (Students)

Information Security Breach and Notification (Continued)

Ref: State Technology Law §§201-208
Labor Law §203-d
Education Law 2-d

Adoption date:
August 21, 2014
Reviewed:
October 24, 2016
Reviewed:
August 28, 2017
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August 27, 2018
Revised:
June 29, 2020
Reviewed:
October 24, 2022
Revised:
August 21, 2023
Revised:
September 16, 2024

INFORMATION SECURITY BREACH AND NOTIFICATION REGULATION

Definitions

"Private information" shall mean all "Personally Identifiable Information" for students, teachers, principals, and District employees as defined under Education Law §2-d and Part 121 of the Regulations of the Commissioner of Education.

"Breach of the security of the system" shall mean unauthorized acquisition or acquisition without valid authorization of physical or computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district. Good faith acquisition of personal information by an officer or employee or agent of the district for the purposes of the district is not a breach of the security of the system, provided that the private information is not used or subject to unauthorized disclosure.

To successfully implement this policy, the district shall inventory its hard copy, computer programs and electronic files to determine the types of personal, private information that is maintained or used by the district, and review the safeguards in effect to secure and protect that information.

Procedure for Identifying Security Breaches

1. In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or a person without valid authorization, the district shall consider: indications that the information is in the physical possession and control of an unauthorized person, such as removal of hard copies, lost or stolen computer, or other device containing information;
2. indications that the information has been downloaded, removed or copied;
3. indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported; and/or
4. any other factors which the district shall deem appropriate and relevant to such determination.

Security Breaches – Procedures and Methods for Notification

Once it has been determined that a security breach has occurred, the following steps shall be taken:

1. If the breach involved hard copy or computerized data *owned or licensed* by the district, the district shall notify those New York State residents whose private information was, or is reasonably believed to have been acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and to restore the reasonable integrity of the

system.

Information Security Breach and Notification – Regulation (Continued)

The district shall consult with the New York State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.

2. If the breach involved hard copy or computer data *maintained* by the district, the district shall notify the owner or licensee of the information of the breach immediately following discovery, if the private information was or is reasonably believed to have been acquired by a person without valid authorization.
3. The District must report any breach or unauthorized release of personally identifiable information to the Commissioner of Education's Chief Privacy Officer within 10 calendar days of any discovery or any notification by a third-party.
4. The District must also notify by first-class mail, by email, or by telephone the affected parents, eligible students, teachers, and principals in the most expedient way, but no more than 60 days after the discovery of the breach.

The required notice must be clear, concise, use language that is plain and easy to understand and shall include a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery, if known; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate; and contact information for representatives who can assist parents or eligible students that have additional questions. This notice shall be directly provided to the affected individuals by either:

1. Written notice.
2. Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and that the district keeps a log of each such electronic notification. In no case, however, shall the district require a person to consent to accepting such notice in electronic form as a condition of establishing a business relationship or engaging in any transaction.
3. Telephone notification, provided that the district keeps a log of each such telephone notification.

However, if the district can demonstrate to the State Attorney General that (a) the cost of providing notice would exceed $250,000; or (b) that the number of persons to be notified exceeds 500,000; or (c) that the district does not have sufficient contact information, substitute notice may be provided. Substitute notice would consist of all of the following steps:

1. E-mail notice when the district has such address for the affected individuals;
2. Conspicuous posting on the district's website; and
3. Notification to major media.

Information Security Breach and Notification – Regulation (Continued)

Security Breaches – Complaint Procedure

The following complaint procedure is established pursuant to Education Law §2-d and Part 121.4 of the Regulations of the Commissioner of Education. All parents, eligible students, teachers, principals, and District employees of an educational agency may submit in writing a complaint alleging breaches or unauthorized releases of student data. The complaints may be submitted to the Data Protection Officer or any District employee, who then must notify the Data Protection officer. The District must promptly acknowledge receipt of complaints, commence an investigation, and take the necessary precautions to protect personally identifiable information. Following the investigation, the District will provide the complainant with its findings within 60 calendar days from the receipt of the complaint. Where additional time is necessary or the response may compromise security or impede a law enforcement investigation the District shall provide a written explanation that includes the approximate date when the educational agency anticipates that it will respond. The District must maintain a record of all complaints filed and their disposition.

Notification of State and Other Agencies

Once notice has been made to affected New York State residents, the district shall notify the State Attorney General, the Department of State Division of Consumer Protection, and the State Office of Information Technology Services as to the timing, content, and distribution of the notices and approximate number of affected persons.

If more than 5,000 New York State residents are to be notified at one time, the district shall also notify consumer reporting agencies as to the timing, content and distribution of the notices and the approximate number of affected individuals. A list of consumer reporting agencies will be furnished, upon request, by the Office of the State Attorney General.

Adoption date:
August 21, 2014
Reviewed:
October 24, 2016
Reviewed:
August 28, 2017
Reviewed:
August 27, 2018
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June 29, 2020
Reviewed:
October 24, 2022
Reviewed:
August 21, 2023
Reviewed:
September 16, 2024

COMPUTER CONTROLS POLICY FOR FINANCIAL SOFTWARE

The Board recognizes the importance of ensuring that the District's financial accounting software (the "Software") and the financial network facilities are adequately secured. Accordingly, the following procedures will be implemented.

Passwords

The Software forces users to change passwords no less than every 90 days, and computers lock after a specified time of no activity as a further safeguard.

Permissions

The Network and Systems Administrator and Senior Office Applications Specialist shall report to the Assistant Superintendent for Business, or designee, and the Executive Director of Technology, and shall have the authority to change the permissions for the users of the Software.

The Network and Systems Administrator and Senior Office Applications Specialist shall not be employees who otherwise work in the Business Office and shall serve no business function for the District.

Guidelines for changing such permissions are as follows:

- Electronic permissions of employees shall appropriately reflect their duties.
- Requests for changes in permissions for the software shall be directed to the Senior Accountant.
- The Senior Accountant will prepare a Software Change Form for approval by the Assistant Superintendent for Business, or designee. The request for changes in the permissions of the financial software will include the current and proposed permissions, as well as the reason for the proposed change.
- Once approved by the Assistant Superintendent for Business, or designee, the forms will be submitted to the Technology Department to complete the authorized changes.
- Any requested changes will be made by the Senior Office Applications Specialist. The Network and Systems Administrator will perform these duties in an alternate capacity only.
- A copy of the request form will be returned to the Senior Accountant once the changes have been made.

Computer Controls Policy for Financial Software (Continued)

Segregation of Duties

Segregation of duties in the Software and related procedures will be consistent with the manual system. Electronic permissions of employees should appropriately reflect their duties. Administration will implement compensating controls when adequate segregation of duties is not practical or possible.

Remote Access

Remote access to the network and/or Software by the Software vendor shall only be permitted for purposes of updating or correcting the system. All requests for remote access must be approved by the Superintendent and adhere to Board of Education Policy 4411 (Remote Access to Computer Network).

Audit Trail Review

The Assistant Superintendent for Business, or designee, and Internal Claims Auditor will review the Audit Analysis reports for the System Administration Module of the financial software package on a monthly basis. A log of this review will be maintained in the monthly Claims Auditor reports. Payroll Change Analysis reports will be reviewed on a monthly basis and access permissions will be reviewed annually. The Business Office will provide these Claims Auditor reports to the Board in accordance with the indicated time frames. Any exceptions will be reported to the Superintendent and Board of Education.

Data Backup

The District's accounting and other financial data will be backed up on a daily basis. A backup of such data will be performed by Eastern Suffolk BOCES and maintained offsite.

Review

This policy will be reviewed annually by the Assistant Superintendent for Business or designee.

Adopted:
April 25, 2011
Revised:
April 15, 2013
Revised:
February 26, 2018
Revised:
January 23, 2023
Revised:
August 21, 2023
Reviewed:
September 16, 2024
Revised:
May 19, 2025

EMPLOYEE FINGERPRINTING

The purpose of this policy is to ensure that fingerprinting and criminal history background checks are conducted for all prospective employees, unless otherwise provided by law or the Regulations of the Commissioner of Education. The Education Law and Regulations of the Commissioner of Education require that certain prospective employees be fingerprinted in order to conduct necessary criminal history background checks. This includes, but is not limited to, all prospective employees who receive compensation from a contract service provider; and includes part-time employees and substitutes, and workers placed under a public assistance employment program. All current employees hired prior to July 1, 2001, and volunteers, are excluded from such requirement.

In accordance with the Education Law and the Regulations of the Commissioner of Education, the Patchogue-Medford School District shall secure fingerprints of all prospective employees who have not been fingerprinted already by the State Education Department ("SED") or under the Vehicle and Traffic Law.

The Superintendent of Schools will ensure that internal building and/or program procedures are developed to ensure the safety of students who have contact with an employee holding a conditional appointment or an emergency conditional appointment.

Those procedures will address the safety of students in the classroom, students attending activities off-campus under the supervision of the school district, and students participating in extracurricular and/or co-curricular activities, including interscholastic athletic activities.

Safety procedures will include, but are not limited to, the following:

A. Supervision of the employee holding a conditional appointment or an emergency conditional appointment as determined by the appropriate building or program administrator.

B. Periodic visitations by the building or program administrator to the classroom, program and/or activity assigned to the employee holding such emergency conditional appointment.

Notice to Prospective Employees

The Patchogue-Medford School District shall provide notice to all prospective employees of the requirement for fingerprinting and criminal background checks. Fingerprinting will be conducted by MorphoTrust via digital scanning of their Identogo system.

Fees

Unless otherwise provided, the individual being fingerprinted shall be responsible to pay the fees associated with receiving their fingerprint clearance. Costs include, but are not limited to, those imposed by MorphoTrust, the Division of Criminal Justice Services, and the Federal Bureau of

Employee Fingerprinting (continued)

Investigation. The Superintendent of Schools may waive payment of fees by prospective employees on a case-by-case basis if such payment constitutes an unreasonable financial hardship on the applicant or his/her family, pursuant to Section 3035 of the Education Law. The current cost for fingerprinting is $99.70, as indicated by SED.

Refusal to be Fingerprinted

No employee required by law to undergo fingerprinting and a criminal history background check may be hired and employed without submitting to a criminal history background check and fingerprinting. Additionally, any prospective employee may withdraw his or her application for employment pursuant to Section 3035 of the Education Law, without prejudice, at any time before employment is offered or declined, regardless of whether the prospective employee or the Patchogue-Medford School District has reviewed such prospective employee's criminal history information.

Additional Information

The Patchogue-Medford School District will comply with all applicable laws and regulations governing fingerprinting and criminal history background checks for employees and prospective employees.

The Patchogue-Medford School District will comply with all aspects of Section 3035 of the Education Law. Therefore, nothing in Section 3035 shall be construed or interpreted to alter or diminish the integrity of collective bargaining agreements, nor to diminish any rights under those agreements.

Adopted:
January 23, 2012
Revised:
September 21, 2015

SOCIAL NETWORKING SITES

Philosophy Statement

To accommodate new communication paradigms and tools and remain at the forefront of preparing students for the future, educators and school districts must explore new and emerging technologies to supplement the range of services they currently offer. Amongst the tools available to educators and school districts are social networking sites (hereinafter referred to as "SNS").

SNS have great potential to connect people across the globe and enhance communication; however, they are also more informal, less structured and ever evolving. These guidelines are designed to establish some basic parameters for the creation and use of SNS for the Patchogue-Medford School District and use of SNS by the District, students, staff members and community volunteers.

Definition of Social Networking Sites

Social networking sites (such as Facebook, Snapchat, Instagram, Twitter, LinkedIn, etc.) are Web sites and/or online communities that connect people through social and other networks. SNS often include a range of communication platforms including, but not limited to, creation of profiles, blogs, discussion boards, personal websites, wikis, online forums, virtual worlds, instant messaging and file sharing (sharing of text, photos, video, etc.).

I. Establishing the District's Social Networking Presence

1) The District's Technology staff and associated hired consultants, subject to Board approval, will establish and maintain the official District SNS on Facebook, Snapchat, Instagram and Twitter to further the public relations/outreach/connection to the District community and the public at large and will monitor all the content on these official SNS.

2) Upon the recommendation of the Superintendent, the Board of Education shall have the exclusive and final authority to determine whether District buildings/facilities/departments/activities/teams/etc. may initiate and maintain separate page(s)on the District's SNS and/or affiliated with the District or its SNS. Protocols and procedures governing this practice are provided in the bullets below and within the regulation associated with this policy.

Applications for permission to maintain individual pages on the District's SNS and/or affiliated with the District or its SNS must be submitted using the attached SNS – Approval Application (Exhibit 4430-E.1) prior to establishing any SNS presence affiliated with the District.

Social Networking Sites (Continued)

II. Quality Control/Content Integrity on the District's SNS

1) The District's official website will remain the primary source for all online content. Any and all material on the District's SNS will supplement information that exists on the District's official website.

2) If applicable, material/content that is entered/posted to the District's SNS (e.g., Facebook, Twitter, Snapchat, Instagram and LinkedIn) account/page may include a link back to District's official Web site.

3) District personnel must acknowledge that they have no expectation of privacy in any material or content they enter/post on the District's SNS (see attached form, Exhibit 4430-E.2). The District may monitor/review anything entered/posted on the District's SNS, or any of the affiliated District SNS, at any time without prior notice to the individual who entered/posted the material or content being reviewed.

4) All material and content entered/posted on the District's SNS by District personnel must be school related and must comply with all other applicable District policies.

5) The District reserves the right to delete/remove anything posted on the District's SNS, as determined in the District's sole discretion, without prior notice to the individual who posted the material or content being deleted/removed.

6) The Superintendent or his/her designee, in conjunction with the Executive Director of Technology, or his/her designee, shall monitor the District SNS to ensure users contribute accurate, valuable and high-quality District related information on the District SNS. Protocols will be developed by the Superintendent or his/her designee and the Executive Director of Technology, or his/her designee, to govern the daily operation of the District SNS, including the respective rights and responsibilities of the District and site users. These protocols are subject to review and amendment by the Board of Education.

7) District personnel acknowledge and agree that when they create or post material on the District SNS they are in effect "content publishers" and as such are subject to a host of ethical and legal obligations, including, but not limited to, compliance with applicable copyright laws. District personnel shall not post anything on a District SNS in violation of any copyright or other applicable law.

8) District personnel using a District SNS shall refrain from blocking user accounts and deleting comments, in a manner which restricts the free speech rights of individuals in accordance with applicable law.

Social Networking Sites (Continued)

III. Prohibited Conduct on All SNS Sites (including non-district SNS)

1) District personnel may not post pictures, video, or any other material that identifies students or provides any information that would be considered confidential pursuant to the Family Education Rights and Privacy Act (FERPA) or New York State Education Law 2-d on SNS without the express consent of the parent or eligible student.

2) District personnel are responsible for their own conduct when communicating on SNS and should be aware that their conduct may subject them to discipline, in accordance with District policy, regulation, and any applicable collective bargaining agreements, should their communications reasonably or foreseeably result in the disruption of the District's learning atmosphere, educational program, school activities, the rights of others or are otherwise violative of the law.

3) District personnel should be aware that privacy settings and SNS are constantly evolving, and they should never assume that personal information posted on such sites is protected or permanently removed.

4) District personnel should be aware that any information created, transmitted, downloaded, exchanged, posted or discussed on SNS might be accessible to the public.

5) District personnel shall not use SNS to create or maintain personal relationships with students. For purposes of these guidelines, "personal relationships with students" shall mean any behavior or conduct that is unrelated to course work or official school matters. Email between staff and students should only be through District email accounts. District personnel should not use the District's SNS for personal communication unrelated to course work or official school matters. The District acknowledges that familial relationships may exist between students and staff members within the District. Where such relationships exist, it is strongly advisable that staff members should use sound judgement and abide by the protocols defined in the attached regulation. In no event shall the District's SNS be used for personal communication between a District employee and a student who share a familial relationship.

6) Access and use of personal social networking sites and/or personal use of District SNS during an employee's workday is prohibited. However, access to the District's SNS for matters related to school business and/or educational activities may be permitted as authorized by the Superintendent or his/her designee.

7) District personnel shall not use their District e-mail address for communications on non-District SNS.

Social Networking Sites (Continued)

IV. Disciplinary Sanctions

District personnel who violate this Policy may be subject to appropriate disciplinary measures up to and including termination of employment in accordance with applicable law, District policy and regulations, and any applicable collective bargaining agreement.

V. Compliance with Other Applicable Policies and Regulations

District personnel who utilize the District's SNS, shall be subject to all applicable District policies and regulations including, but not limited to, the following:

1) Confidentiality of Computerized Information;
2) Code of Ethics for Board Members and All District Personnel;
3) Sexual Harassment of District Personnel;
4) Staff-Student Relations: Fraternization;
5) Sexual Harassment of Students; and
6) Staff Use of Computerized Information Resources.

Cross-ref:

Labor Law §201-i

Adopted:
February 27, 2012
Revised:
January 28, 2013
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Revised:
March 25, 2024
Revised:
September 16, 2024

4430-R

Social Networking Sites Regulations

Definitions

- Social Networking Site ("SNS") - Social networking sites (such as Facebook, Snapchat, Instagram, Twitter, LinkedIn, etc.) are Web sites and/or online communities that connect people through social and other networks. SNS often include a range of communication platforms including, but not limited to, creation of profiles, blogs, discussion boards, personal websites, wikis, online forums, virtual worlds, instant messaging and file sharing (sharing of text, photos, video, etc.).
- District Personnel – Any employee of the Patchogue-Medford School District
- Student – Any person attending an educational agency of the District.

Establishing a New Social Networking Site

Situations may arise where specific social networking sites need to be created. Examples include but are not limited to individual buildings, departmental, athletic, or club social networking sites. Should a need arise for such a social networking site, the requestor must:

1. Complete the Social Networking Sites Application Approval document before the creation of the social networking site
2. Complete training provided by the Technology Department
3. Fully understand the following Board of Education Policies:
    - 3802 – Personally Identifiable Information
    - 4410 – Technology Acceptable Use Policy
    - 4430 – Social Networking Sites
    - 5125 – FERPA

Managing an Approved Social Networking Site

Should a Social Networking Site be approved by the Superintendent or their designee the following guidelines must be observed:

- Students may not be given rights to manage, maintain, or post
- Refer to Board of Education Policy 3802 when posting potential personally identifiable information
- Students that have opted out of images being shared of them on social media must be respected
- All information singularly shared on a District affiliated social networking site must be sent to the Technology Department for posting on the District Website
- Whomever will be sharing content must consult with the building or departmental administrator prior to sharing content

Posting to the District Managed Social Networking Sites

- All requests for posts to the Patchogue-Medford School District Social Networking Sites must go through the District Clerk. The District Clerk will make the final decision on whether this should be shared with the community through a Social Networking Platform.

Adopted:
June 27, 2022
Reviewed:
August 21, 2023
Reviewed:

March 25, 2024
Reviewed:
September 16, 2024

4430-ATT.1

Social Networking Sites
Approval Application

District personnel must submit this permission form to the Superintendent to establish an individual social networking site associated with the Patchogue-Medford School District. Final approval to establish a Social Networking Site is contingent upon completing District training.

What social media platform will be used and why would ParentSquare not meet the needs?

What will you title the social media site?

Who will be responsible for maintaining the social media site?

How will the social media platform improve instruction or communication with students, parents, and or staff?

Principal/Director Signature:_____ **Date:**_____

Staff Member Name:_____

Staff Member Signature:_____ **Date:**_____

Superintendent/Designee Approval: _____

4430-ATT.2

Social Network Sites
Acknowledgement Form

District personnel acknowledge that they have no expectation of privacy in any material or content they enter/post on the District's SNS. The District may monitor/review anything entered/posted on the District's SNS, or any of the affiliated District SNS, at any time without prior notice to the individual who entered/posted the material or content being reviewed.

By signing this acknowledgement form, all employees of the Patchogue Medford School District understand the Social Networking Sites Board of Education Policy 4430 and recognize disciplinary measures will be taken should an employee disregard the guidance the policy provides.

Employee User (Administrator, Teacher, Staff):

I have read and understand the District's Social Networking Sites Policy.

Employee's Name (Please Print): _____

Employee's Signature: _____ Date: _____

4430-R

Social Networking Sites Regulations

Definitions

- Social Networking Site ("SNS") - Social networking sites (such as Facebook, Snapchat, Instagram, Twitter, LinkedIn, etc.) are Web sites and/or online communities that connect people through social and other networks. SNS often include a range of communication platforms including, but not limited to, creation of profiles, blogs, discussion boards, personal websites, wikis, online forums, virtual worlds, instant messaging and file sharing (sharing of text, photos, video, etc).
- District Personnel – Any employee of the Patchogue-Medford School District
- Student – Any person attending an educational agency of the District.

Establishing a New Social Networking Site

Situations may arise where specific social networking sites need to be created. Examples include but are not limited to individual buildings, departmental, athletic, or club social networking sites. Should a need arise for such a social networking site, the requestor must:

1. Complete the Social Networking Sites Application Approval document before the creation of the social networking site
2. Complete training provided by the Technology Department
3. Fully understand the following Board of Education Policies:
    - 3802 – Personally Identifiable Information
    - 4410 – Technology Acceptable Use Policy
    - 4430 – Social Networking Sites
    - 5125 – FERPA

Managing an Approved Social Networking Site

Should a Social Networking Site be approved by the Superintendent or their designee the following guidelines must be observed:

- Students may not be given rights to manage, maintain, or post
- Refer to Board of Education Policy 3802 when posting potential personally identifiable information
- Students that have opted out of images being shared of them on social media must be respected
- All information singularly shared on a District affiliated social networking site must be sent to the Technology Department for posting on the District Website
- Whomever will be sharing content must consult with the building or departmental administrator prior to sharing content

Posting to the District Managed Social Networking Sites

- All requests for posts to the Patchogue-Medford School District Social Networking Sites must go through the District Clerk. The District Clerk will make the final decision on whether this should be shared with the community through a Social Networking Platform.

Adopted:
June 27, 2022

STAFF-STUDENT RELATIONS

The Board of Education accepts the principle that the relationship between staff and students should be one of cooperation, understanding and respect. The Board believes that the Superintendent of Schools and each building level administrator as instructional leaders must exhibit a visible, involved relationship with student activities to create an appropriate environment for learning.

Staff members shall be expected to regard each student as an individual and to afford each the rights and respect due to any individual. Students shall be treated with courtesy and consideration.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. No student shall have the right to interfere with the efforts of the instructional staff to coordinate or otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.

In-Person Communication
Personal contact between staff and students must be appropriate to the circumstances and unambiguous in meaning. Staff should avoid the appearance of impropriety in their interactions with students. Behaviors that may create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students without the knowledge and express consent of parents;
- Inviting students for social contact off school grounds without the permission or knowledge of parents; and
- Transporting students in personal vehicles without the knowledge and express consent of parents and the appropriate School District administrator

Electronic Communication
Digital technology may provide opportunities for educators and other School District employees to communicate appropriately with students and personalize learning. Such communication between staff and students must be transparent, accessible to supervisors and parents, appropriate to the circumstances, unambiguous in meaning and not violative of District Policy 2452 – Sexual Harassment. **Staff should restrict one-on-one electronic communications regarding school related matters with individual students to accounts, systems and platforms that are provided by and accessible to Patchogue-Medford Union Free School District. Sending text messages, including direct messaging of a student on a private and/or personal social media account regarding school related matters such as Snapchat, Twitter, Instagram, Facebook or the "like", may be deemed inappropriate.**

Staff-Student Relations (Continued)

Reporting of Violations
District employees are encouraged to report suspected violations of this policy regarding in-person and electronic communications with students to the building principal, who shall report such information to Assistant Superintendent for Human Resources.

In the event that a student initiates inappropriate behavior toward a District employee, that employee shall document the incident and report it to his/her building principal or supervisor. The District shall promptly investigate all complaints of inappropriate staff-student relations and take prompt corrective action to stop such conduct if it occurs.

Training
Building principals shall be responsible for informing students, staff and parents of the requirements of this policy, including the duty to report violations, and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff/student relationships. Students shall be provided such training in an age-appropriate manner.

Cross Ref.:

- Policy No. 4410 – Technology Acceptable Use Policy for Employees and Volunteers
- Policy No. 2452 & 2452-R – Sexual Harassment
- Code of Conduct
- Policy No. 5147.1 – Child Abuse in an Educational Setting

Adopted:
January 22, 2024

RIGHTS OF EMPLOYEES TO EXPRESS BREAST MILK IN THE WORKPLACE

Statement of Policy

The Patchogue-Medford Union Free School District will accommodate requests from employees who need to express breast milk during the workday, in accordance with the terms and conditions of this Policy and applicable law.

To Whom the Policy Applies

This Policy covers all employees needing to express breast milk during the workday.

Distribution

The District will provide a copy of the New York State Department of Labor's Policy on the Rights of Employees to Express Breast Milk in the Workplace to each employee upon hire and annually thereafter, and to employees upon returning to work following the birth of a child.

Using Break Time for Breast Milk Expression

The District will provide reasonable unpaid break time for employees to express breast milk. In addition, employees must also be permitted to use their paid break time or mealtime to express breast milk. This time must be provided for up to three years following childbirth. The District will provide unpaid break time at least every three hours if requested by the employee. However, the number of unpaid breaks an employee will need to express breast milk is unique to each employee and the District will provide reasonable break times based on the individual. The District is prohibited from discriminating in any way against an employee who chooses to express breast milk in the workplace.

An employee must be permitted to work before or after their normal shift to make up any time used as unpaid break time to express breast milk, as long as this time falls within the District's normal work hours. However, an employee is not required to make up their unpaid break time.

Unpaid breaks provided for the expression of breast milk must be at least twenty minutes. However, if the designated lactation room where such break will be taken is not close to an employee's workstation, the provided break must be at least thirty minutes. An employee must be allowed to take a longer unpaid break if needed. Employees may also opt to take shorter unpaid breaks.

Employees who work remotely have the same rights to unpaid time off for the purpose of expressing breast milk, as all other employees who perform their work in-person.

Making a Request to Express Breast Milk at Work

If an employee wants to express breast milk at work, they must provide the District reasonable advance notice, generally before returning to the workplace if the employee is on leave. This advance notice is to allow the District the time to find an appropriate location and adjust schedules if needed.

Rights of Employees to Express Breast Milk in the Workplace (Continued)
Making a Request to Express Breast Milk at Work (Continued)

Employees wishing to request a room or other location to express breast milk in the workplace should do so by submitting a written request to their direct supervisor or individual designated by the District for processing requests. The District will respond to this request for a room or other location to express breast milk in writing within five days.

The District will notify all employees in writing through email or printed memo when a room or other location has been designated for breast milk expression.

Location Room Requirements

In addition to providing the necessary time during the workday, the District will provide a private room or alternative location for the purpose of breast milk expression. **The space provided for breast milk expression cannot be a restroom or toilet stall.**

The room or other location must:

- Be close to an employee's work area;
- Provide good natural or artificial light;
- Be private – both shielded from view and free from intrusion;
- Have accessible, clean running water nearby;
- Have an electrical outlet (if the workplace is supplied with electricity);
- Include a chair; and
- Provide a desk, small table, counter or other flat surface

There does not need to be a separate space for every nursing employee. The District may dedicate a single room or other location for breast milk expression. Should there be more than one employee at a time needing access to a lactation room, the District may dedicate a centralized location to be used by all employees.

Any space provided for breast milk expression must be close to the work area of the employee(s) using the space. The space must be within walking distance, and the distance to the location should not significantly extend an employee's needed break time.

If there is not a separate room or space available for lactation, the District may use a vacant office or other available room on a temporary basis. This room must not be accessible to the public or other employees while an employee is using it for breast milk expression.

As a last resort, an available cubicle may be used for breast milk expression. A cubicle can only be used if it is fully enclosed with a partition and is not otherwise accessible to the public or other employees while being used for breast milk expression. The cubicle walls must be at least seven feet tall to insure the employee's privacy.

To ensure privacy, if the lactation room has a window, it must be covered with a curtain, blind or other covering. In addition, the lactation space should have a door equipped with a functional lock. If this is not possible (such as in the case of a fully enclosed cubicle), as a last resort, the District will utilize a sign advising the space is in use and not accessible to other employees or the public.

Rights of Employees to Express Breast Milk in the Workplace (Continued)
Location Room Requirements (Continued)

If the workplace has a refrigerator, the District will allow employees to use it to store breast milk. However, the District is not responsible for ensuring the safekeeping of expressed milk stored in any refrigerator in the workplace. Employees are required to store all expressed milk in closed containers and bring milk home each evening.

The space designated for expressing breast milk will be maintained and clean at all times.

If the District can demonstrate undue hardship in providing a space with the above requirements, the District will still provide a room or other location - other than a restroom or toilet stall - that is in close proximity to the work area where an employee can express breast milk in privacy, that meets as many of the requirements as possible.

Undue hardship is defined as causing significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the District's business. However, the District will not deny an employee the right to express breast milk in the workplace due to difficulty in finding a location.

Ref: New York State Labor Law, § 206-c
Fair Labor Standards Act, 29 U.S.C. § 201, et seq.

Adopted:
January 22, 2024

ARTICLE V

STUDENTS

1. Attendance

A Comprehensive Attendance Policy 5110

B. Age of Entrance 5111

C. Student Attendance – Extended School Day and Summer High School 5113.2

D. Procedures for Dealing With Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others 5114

E. Tardiness Due to Bus Operations 5115.2

F. School Attendance Areas 5117.0
Elementary Schools .....5117.1 - 5117.7
Middle Schools .....5117.8 - 5117.10
High School 5117.11

G. Non-Residents - Tuition Charge 5118
Non-Resident Students – Special Education Services 5118.1

H. Admission of Foreign Exchange Students 5118.2

I. Security of Information – District-Leased Computer System 5119

J. Home Schooling 5120

K. Screening for New Students for Enrollment in Schools 5121.1

2. Progress

A. The Education of Children With Handicapping Conditions 5122
Provision of Special Education Services in the Least Restrictive Environment 5122.1

Allocation of Space for Special Education Programs and Services 5122.2

Availability of Alternative Format Instructional Materials for Students with Disabilities 5122.3

STUDENTS (Continued)
Progress (Continued)
A. The Education of Children with Handicapping Conditions (Continued)

Impartial Hearing Officer Appointment and Compensation 5122.6
Instructional Space for Students With Handicapping Conditions 5122.11
Preschool Special Education.....5122.12
Confidentiality and Access to Individualized Education Programs and Individualized Education Services.....5122.13
Provision of IEP and/or IESP to Teachers and Service Providers.....5122.14
Independent Education Evaluations.....5122.15

B. Promotion and Retention of Students 5123

C. Physical Education Grading.....5124.1

D. Availability of Student Records in Accordance With "Family Education Rights and Privacy Acts of 1974".....5125
Reporting Student Discipline to Colleges and Universities.....5126

E. Senior High School Diplomas 5127
Regulations for Selection of Valedictorian, Salutatorian and Class Essayist.....5127.1
Regulations Regarding the Display of Plaques, Trophies and Memorials 5127.2
Scholarships and Awards.....5127.3
Regulations Regarding Criteria for Grade Level Designation.....5127.4
Diploma and Credential Options for Students with Disabilities....5128
Academic Integrity.....5129
Artificial Intelligence.....5129.1
Academic Intervention Services 5130

F. Grading Systems 5132

3. Activities

A. Prosecution of Persons Who Vandalize School Property 5131

B. Student Organizations.....5133

C. School Events Held Off-Campus.....5134

STUDENTS (Continued)
3. Activities (Continued)

D. Governance for Extraclassroom Activity Funds.....5135

E. Minimum Enrollments for Interscholastic Athletic Teams 5136.1
Participatory Time for Interscholastic Athletes 5136.2

F. Students with Disabilities Pursuant to Section 504 5137
G. Declassification of Students with Disabilities 5138

4. Welfare

A. Student Rights and Responsibilities.....5140

B. Class Rings.....5143.2

C. Corporal Punishment 5144

D. Comprehensive Policy for Alcohol, Tobacco and
Substance Abuse 5145

E. Tobacco Use on School Property and Grounds 5146

F. Child Abuse in an Educational Setting (S.A.V.E.) 5147.1

G. Notification of Release of Convicted Sex Offenders.....5149

H. Uniform Violence Incident Reporting 5150

I. Reporting Sentences to Schools.....5151

J. Threats and Violence 5153

K. Student Searches and Interviews.....5154

L. Metal Detector Search Procedures 5154.1

M. Prayer in the Schools 5155

N. Student Privacy 5156

O. Unsafe School Transfer Choice.....5157

STUDENTS (Continued)
Welfare (Continued)

P. Wellness Policy on Nutrition and Physical Activity.....5158

Q. Bullying and Cyberbullying.....5159

R. Student ID Card.....5160

S. Voter Registration and Pre-Registration of Students.....5161

T. Extreme Risk Protection Orders (The "Red Flag Law").....5165

U. Student Harassment & Bullying Prevention and Intervention (DASA).....5170

V. Education of Homeless Children.....5171

W. Student Gender Identity.....5180

X. Student Health Services.....5420

Y. Students With Infectious Diseases.....5422

Z. Pediculosis (Head Lice).....5423

AA. Student Injury.....5424

BB. Concussion Policy.....5425

CC. Cardiac AEDs in Public School Facilities.....5426

DD. Opioid Overdose Prevention.....5428

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Revised: 6-24-19
Revised: 3-30-20
Revised: 5-23-22
Revised: 6-27-22
Revised: 8-29-22
Revised: 10-24-22
Revised: 12-18-23
Revised: 6-24-24
Revised: 12-16-24
Revised: 6-23-25

COMPREHENSIVE ATTENDANCE POLICY

Objectives to be Accomplished

Educational success demands consistent school attendance. The Patchogue-Medford School District seeks to ensure that all of its students receive an education, which maximizes opportunities for each pupil to realize his/her potential. Studies have shown that consistent school attendance, academic success, and graduation from high school have a positive correlation.

The purpose of the Attendance Policy is:

- To confirm that students are meeting compulsory attendance requirements;
- To know the whereabouts of every student for safety and school management reasons;
- To identify individual and group attendance patterns;
- To provide data to develop interventions to help close the gap in student performance, given the high correlation between attendance and achievement;
- To determine the district's average daily attendance for State Aid purposes;
- To ensure the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education law, Section 3205;
- To establish a mechanism to account for the whereabouts of students throughout each school day; and
- To ensure sufficient pupil attendance at all scheduled periods of actual instruction or supervised study activities to permit pupils to succeed at meeting the New York State Learning Standards.

School attendance is both a right and a responsibility in New York State. Children who turn six years old on or before December 1st in any school year must receive full-time instruction from the first day school is in session in September of that school year. Children who turn six years old after December 1st of a school year must receive full-time instruction from the first day of school in the following September. All children must remain in attendance until the last day of the school year in which they reach the age of 16.

The Patchogue-Medford School District will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. Parents/Guardians are expected to make sure that their children attend school on a regular basis. To implement a successful attendance policy, the cooperation of all members of the educational community, including parents, students, teachers, administrators, and support staff is needed.

Comprehensive Attendance Policy (Continued)

Strategies Employed to Accomplish Objectives

The administration and support staff would like to work closely with parents/guardians to ensure regular attendance for all students. The Patchogue-Medford School District will implement the following strategies to ensure the effectiveness of this attendance policy.

Increase awareness of the policy among parents/guardians by:

- Providing a plain language summary of this policy at the start of the school year.
- Discussing the policy at Open School Night or sending out electronic reminders annually.
- Including references of the components of this policy in the school newsletters and publications if a school utilizes these.
- Including a summary of attendance requirements in the district calendar.
- Reminding parents/guardians of attendance requirements when daily phone calls are made to verify student absence.
- Including a copy of the policy on the District's Web site. (www.pmschools.org)

Increase awareness of the policy among students by:

- Including a copy in the parent/student handbook for grades 6 – 12.
- Secondary level students will be asked to read the District's Attendance Policy, as well as the goals and consequences established for them in the District's Attendance Policy.
- Discussing attendance requirements at grade level assemblies at the beginning of each school year.
- Including electronic reminders of attendance expectations throughout the school year.
- Including a copy of the policy on the District's Web site. (www.pmschools.org)

Increase awareness of the policy among staff by:

- Including a copy of the policy in each teacher's handbook.
- Explaining the policy at new teacher orientation.
- Reviewing the policy at the beginning of the school year with all faculty and staff to clarify individual roles in its implementation.
- Re-emphasizing policy specifics at grade level and departmental meetings throughout the year.

The district's comprehensive attendance policy will be made available to any member of the community upon request

Comprehensive Attendance Policy (Continued)

Excused and Unexcused Absences

Each absence, late, and early dismissal will be recorded as excused or unexcused along with a code noting the specific reason for absence. The student will be deemed present if an absence is not noted in the District's electronic database. Excused absences are defined as:

- An absence due to personal illness;
- Illness or death in the family;
- Medical appointments that cannot be scheduled outside the school day;
- Religious observance;
- Quarantine;
- Required court appearances;
- Pre-approved college visits (by Administration);
- Pre-approved cooperative work programs (by Administration), or
- Pre-approved military obligations (by Administration).

All other absences, lateness, or early dismissals will be considered unexcused. Building principals will review attendance data monthly to identify patterns/trends.

Unexcused absences are considered a violation by a student of the compulsory attendance provisions of Article 65 of the Education Law, which require students to attend school on a regular and punctual basis. Unexcused absences are defined as all absences other than excused absences; for example, without limitation, lateness to school without a note, absence from school without parent/guardian knowledge, family vacations, oversleeping, class cuts, and unapproved early leaves are some of the most common, but not all inclusive unexcused absences from school.

1. All absences must be accounted for. It is the parent's/guardian's responsibility to notify the school attendance office on the morning of the absence or tardiness ***AND*** to provide a written excuse upon the student's return to school. Students with absences will be encouraged to make up tests, quizzes, complete assignments, and submit homework within a reasonable amount of time. A reasonable amount of time is defined for each class session missed. A "reasonable amount of time" is defined as two days for each class session missed due to an excused absence, and one day for each session missed due to an unexcused absence. (Reference Policy 5132 – Grading Systems.)
    - For example, if a student has an excused absence on Monday and returns to school on Tuesday, assignment(s) are due by the start of class on Thursday.
    - For example, if a student is absent for excused reasons on both Monday and Tuesday and returns on Wednesday, the assignments are due the following Tuesday. Teachers may extend these deadlines if they see that the student is making progress towards completing the assignments. Students should meet with their teachers to arrange for missed work.
    - If work is not completed before the close of the marking quarter, a student may receive an incomplete.

At the High School, an unauthorized tardiness of twenty minutes or more will be considered an absence for that class.

Comprehensive Attendance Policy (Continued)

General Procedures/Data Collection

Attendance data at the building level can be used to:

- Identify absent students, particularly for safety reasons;
- Identify individual and group attendance patterns (the consistent absence of a group from a particular period, e.g., first period, the period after lunch, last period of the day); and
- Identify and initiate strategies to improve the attendance of individuals, targeted groups or the student body as a whole.
- Used to determine eligibility for The Academy (BOCES & CTE) Programs;
- Used to determine if a student has met the New York State seat time requirements for class/course credit; and
- Used to determine summer school eligibility.

On the secondary level attendance will be taken at the beginning of each class period. On the elementary level students will be accounted for on a daily basis as per New York State requirements for the collection and reporting of student attendance data. At the conclusion of each class period all attendance will be compiled in a central location within each school.

Each day a child is absent, a phone call from the parent is requested; however, all absences will be recorded as unexcused if a note is not received upon the student's return to school. The written note should include the student's name, date of absence, reason for the absence, and the parent's signature. On the elementary level, this note should be given to the child's teacher. On the secondary level, this note should be submitted to the Attendance Office when he/she returns back to school.

When a student is out of school for five (5) or more consecutive days or is hospitalized for any period of time, the parent/guardian must contact the school counselor prior to the student returning to school to schedule a re-entry interview. The parent/guardian must submit a doctor's note detailing the nature of the illness. If the student has been hospitalized, a physician should provide medical clearance for the student to return to school.

Parents will be notified by phone or mail if their child is absent or late. Students in grades 9-12, who enter school late with an unexcused reason, may be assigned detention.

Minimum Attendance Requirement for Students Grade K through 5

The Elementary Schools' attendance requirement is consistent with the District's Comprehensive Attendance Policy. All students must attend class a minimum of 85% of the time unless stated otherwise on an individual student's Individualized Education Program (IEP) or 504 Accommodation Plan. Students who arrive at school more than ten (10) minutes after the start of the official school day shall be considered tardy. The school staff will discuss the importance of school attendance and offer assistance to parents/guardians of students who are excessively absent.

Comprehensive Attendance Policy (Continued)

Notification Sequence (K-5)

- As soon as possible after the fifth day (5) of absence and/or tardiness, the school administrator shall send written notification of the number of absences to the student's parents/guardians reminding them of the importance of regular attendance.

- As soon as possible after the tenth day (10) of absence and/or tardiness, the school administrator shall send written notification of the number of absences to the student's parents/guardians reminding them of the importance of regular attendance. The school social worker shall call the student's parents/guardians to discuss the student's attendance pattern.

- As soon as possible after the twentieth day (20) of absence and/or tardiness, the school administrator shall send written notification of the number of absences to the student's parents/guardians expressing concern about the impact of excessive absences on the student's education and request a conference.

- As soon as possible after the twenty-fifth day (25) of absence and/or tardiness, the school administrator shall arrange for a conference with the parents/guardians and shall consider contacting outside agencies to protect the interests of the child.

Consequences of Excessive Absenteeism at the Elementary Level (K-5):

- A doctor's note may be required;
- Referral to the Instructional Support Team (IST) to review student profile and develop specific interventions; and
- Referrals will be made to outside agencies for additional support towards attendance problem.

Minimum Attendance Requirements for Students Grades 6-12

The secondary attendance requirement is consistent with the District's Comprehensive Attendance Policy. All secondary students must attend each class a minimum of 85% of the time and earn a passing grade in the course.

Absences

- All absences from class will be covered by this policy. No distinction will be made between the classifications of excused or unexcused when determining the total number of days absent from each course.

- Students shall not be considered absent when they are authorized by school officials to be somewhere other than in their regularly scheduled class. For example, if school personnel expect a student to report elsewhere during the student's regularly scheduled class time for such activities as meetings, conferences with school personnel, testing, physical exams, music lessons, or field trips, the student shall not be considered absent.

Comprehensive Attendance Policy (Continued)
Minimum Attendance Requirements for Students Grades 6-12 (Continued)

It is the responsibility of the student and/or the designated staff member to provide the classroom teacher with written documentation to attend these sessions before the student is permitted to leave the class.

- Absences resulting from the student being assigned to In-School Suspension (I.S.S.) will not count as a class absence if the student is in attendance on the date(s) assigned by school administration.

- Absences resulting from the student being assigned to out of school suspension in the Positive Alternative to Student Suspension Program (P.A.S.S.) will not count as a class absence if the student is in attendance on the date(s) assigned by school administration.

- Students who, for any reason, are removed from the Regular Attendance Register and placed on Homebound Instruction, shall not be considered absent from their regular classes during that time.
-

Notification Sequence and Consequences for Grades 6-8

After the 5th absence: The principal shall send written notification of the student's absences and schedule a meeting with the student, the student's parent/guardian, and a guidance counselor or assistant principal.

After the 10th absence: The principal shall send written notification of the student's absences and schedule a meeting with the student, the student's parent/guardian, and a guidance counselor or assistant principal. If the parent/guardian reports six (6) or more absences as personal illness, a doctor's note will be required.

After the 15th absence: The principal shall send written notification of the student's absences and shall mandate a meeting with the parent/guardian and the student. The student will be referred to the Instructional Support Team IST).

After the 20th absence: The principal shall send written notification of the student's absences. The parent/guardian and student will be required to meet with the principal. A Person in Need of Supervision (PINS) petition will be considered as well as a referral to an outside agency.

After the 25th absence: The principal shall send written notification. The parent/guardian and student will be required to meet with the principal. A PINS petition will be filed if no medical documentation is provided. An outside agency will be contacted if no medical documentation is provided.

After the 28th absence: The principal shall send written notification of the student's absences. The principal will determine if the student should be retained regardless of academic standing.

Comprehensive Attendance Policy (Continued)

Additional Attendance Requirements for Students Grades 9–12

Absences

- At the high school level any student with more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half-year course will be assigned to "AUDIT" status and may not receive course credit. Attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course and attend each class a minimum of 85% of the time.

- In each course, when a student accumulates more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half year course a notation of "AUDIT" for all subsequent reporting periods will be entered in the comments section on both the progress report and report card.

- While in "AUDIT" status students are still obligated to attend school, and complete all work and assignments for the course, as their work will continue to be evaluated/graded by the teacher. Students will also still receive teacher comments/feedback on both their progress report and quarterly report card and numerical grade on report cards. At the conclusion of the school year if the student has maintained a passing grade they will receive the numerical grade of record for the final course average and successfully pass the course. However, the student will attend summer school for seat time requirements if the student falls below 60% or 73 days of cumulative attendance for a full year course and/or 60% or 37 days for a half year course. Failure to meet the attendance requirement outlined in Policy 5113.2 will be reprogrammed to take the course in credit recovery.

- If the student has not maintained a passing grade for the course the student will not receive credit for the course. This notation will appear on the report card and student transcript thereafter until the student successfully completes the course.

- Any student who has failed a course may still have the opportunity to attend summer school if their cumulative attendance for the specific course is at least 60% for the school year.

- Appeals concerning the application of this policy, including the minimum attendance standards required to earn course credit, may be made to the principal within seven (7) days of receipt of written notification of the student's absence(s).

- Summer school is a remediation program based on continuous and previous seat time requirements. There are approximately twenty (20) instructional days in summer school. If the student attends summer school and passes a course they will successfully have met the New York State seat time requirement and earn credit for that specific course. Please be reminded that in summer school the maximum number of absences for any course is three absences.

Comprehensive Attendance Policy (Continued)
Additional Attendance Requirements for Students Grades 9-12 (Continued)
Absences (Continued)

- A Parent/Guardian may file a written appeal to the Principal to attend summer school if they have exceeded the 60% cumulative attendance for a specific catastrophic or extenuating circumstance(s). This written appeal must be filed no later than two (2) business days after the school year has ended, which is the last day of school in June as summer school registration typically commences three (3) business days after the last day of school in June. If no appeal is filed or granted, the student will be reprogrammed for the course in the next school year at the Extended Day Program. If the course is not offered during the Extended Day Program or if the Extended Day Program is not being offered, students will be reprogrammed during the school day.

- Applicants to The Academy (BOCES CTE) must meet the attendance requirement of no more than fifteen (15) unexcused absences (period or full day). If the student has more than fifteen (15) unexcused absences, they will be ineligible. Additional requirements of applicants to The Academy include that:

    - the applicant must maintain a minimum overall academic average of 70, no more than one (1) course failure, and no out-of-school suspensions.
    - the applicant must meet the criteria established by The Academy
    - a seat at The Academy must be available in the selected CTE program of choice.

Refer to the Program of Studies for additional information.

Applicability

- This policy shall apply to students in grades 9-12 and for accelerated 8th grade students enrolled in courses where they earn high school credit.

- This policy shall apply to each course independently.

- This policy shall apply to classified students unless otherwise noted in their Individualized Educational Program or 504 Accommodation Plan.

- Students attending classes at other facilities, such as a BOCES center, shall be subject to the attendance policies at those other facilities.

- If the student attends Patchogue-Medford High School on a part-time basis, this policy shall apply to the portion of the student's program that requires his/her attendance at Patchogue-Medford High School.

- New students to the high school, who enroll after the first semester, shall be entitled to half the number of allowable absences for each scheduled course.

- Students who transfer from one (1) class to another during the school year will have their class attendance transferred to the new class.

Comprehensive Attendance Policy (Continued)

Notification Sequence and Consequences for Grades 9-12

The following refers to the notification process pertaining to the number of unexcused absences in a single course. A parent/guardian/student may be notified several different times if excessive absences exist in more than one class.

As soon as possible after the fourteenth, twenty-first, twenty-fifth, and twenty-eighth absence from a **full year course**, the high school administration shall send written notification to the student's parents/guardians and guidance counselor. The letters shall notify the parents/guardians as follows:

- **After the 14th absence**: The student has been absent half the number of maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in the final course grade. The student will be referred to the Instructional Support Team (IST).

- **After the 21st absence**: The student has been absent three quarters of the maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in a passing final course grade. A Person in Need of Supervision (PINS) petition will be considered as well as a referral to an outside agency.

- **After the 25th absence**: The principal shall send written notification. The parent/guardian and student will be required to meet with the principal. A PINS petition will be filed if no medical documentation is provided. An outside agency will be contacted if no medical documentation is provided.

- **After the 28th absence**: The student will be assigned to "**AUDIT"** status for the specific course for the remainder of the school year. All subsequent progress and report card comments will have this notation. The student will still receive a numerical report card grade, but may lose course credit if a final passing grade has not been achieved and the student has not met the required 60% cumulative attendance criteria. Students will be encouraged to continue their academics and improve their attendance to be eligible to attend summer school.

Similarly, as soon as possible after the seventh, eleventh, and fourteenth absence from a **half-year course**, the high school administration shall send written notification to the student's parents/guardians and guidance counselor. The letters shall notify the parents/guardians as follows:

Comprehensive Attendance Policy (Continued)
Notification Sequence and Consequences for Grades 9-12 (Continued)

- **After the 7th absence**: The student has been absent half the number of maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year/semester and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in the final course grade.

- **After the 11th absence**: The student has been absent three quarters of the maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year/semester and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in a passing final course grade.

- **After the 14th absence**: The student will be assigned to "AUDIT" status for the specific course for the remainder of the school year/semester. All subsequent progress and report card comments will have this notation. The student will still receive a numerical report card grade, but may lose course credit if a final passing grade has not been achieved and the student has not met the required 60% cumulative attendance criteria. Students will be encouraged to continue their academics and improve their attendance to be eligible to attend summer school.

In every letter to a student's parents/guardians, a request will be made for the parents/guardians to meet with the child's guidance counselor and/or school attendance teacher. The impact of excessive absences on the student's education, possible intervention strategies to eliminate the problem, and the consequences associated with the student's absenteeism will be discussed. If contact between the parents/guardians and school personnel is not made, school personnel may contact outside agencies for additional support in addressing the attendance problem. The parents/guardians will have an opportunity to confer with the school staff; however, a conference with the parents/guardians is not a prerequisite to denying academic credit to a student who has failed to meet the attendance requirements. The prime responsibility for the student's attendance in class rests with the student.

Incentives and Consequences for Attendance Patterns

Each school, where the administration deems appropriate, may use incentive programs to encourage good attendance.

Each school, where the administration deems appropriate, may use the following list of sanctions to discourage poor attendance:

- Loss of the right to play sports.
- Loss of the right to participate in extracurricular activities.
- Loss of the right to attend school-related field trips.
- Loss of parking privileges.
- Attendance at meetings with parents, administration, and counselors to discuss the impact of excessive absences.
- Repetition of course or grade level due to excessive absences.

Comprehensive Attendance Policy (Continued)

Procedure Review

Each building principal or designee will initiate appropriate action to address excused and unexcused absence patterns. Personnel should have a good understanding of the intent of the District's Comprehensive Attendance Policy and knowledge of successful strategies to overcome negative attendance patterns and encourage positive attendance, learning, and achievement.

The High School Principal and Middle School Principals will provide the Superintendent and the Board of Education with evaluation data and statistics on the implementation of this procedure at the end of each school year.

The Student Support Services Committee will meet each year to review attendance data and the attendance policy.

The Board of Education shall annually review building-level student attendance records, and, if such records show a decline in student attendance, the Board of Education shall revise the district's comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Policy Adopted:
August 12, 2002
Policy Revised:
September 12, 2006
Policy Revised:
November 19, 2012
Policy Revised:
April 15, 2013
Policy Revised:
August 29, 2016
Policy Reviewed:
August 26, 2019
Policy Revised:
June 24, 2024

Age of Entrance

Under Education Law, any person over the age of five years is entitled to attend the public schools maintained in the district, regardless of whether or not the district maintains a kindergarten program.

Kindergarten

Children reaching the age of five years on or before December 1st of a given school year shall be eligible for admission to kindergarten in the preceding September. Children reaching the age of five years after December 1st will not enter kindergarten until the following September.

There will be an exception in the case of the child of a new resident to the district who has had one academic quarter of kindergarten experience. This child may be initially placed in a Patchogue-Medford Kindergarten, pending review of the student's academic records by the teacher and building principal. Said child must have reached their fifth birthday not later than December 31st of that school year.

First Grade

Children reaching the age of six years on or before December 1st of a given school year shall be eligible for admission to first grade in the preceding September.

There will be an exception for a child who has not had satisfactory prior kindergarten experience. This child must be six years of age on or before September 1st of that school year to be eligible for first grade entrance.

A child who reaches their sixth birthday not more than one month after December 1st and who has had satisfactorily completed one year in a kindergarten program in a public school outside of the district or in an outside non-public school kindergarten which is registered with the New York State Education Department or with equivalent successful kindergarten experience will be placed in the first grade, pending observation by the teacher and building principal. In all cases in the aforementioned policy, such placement is based on what is educationally appropriate for the child. The building principal will determine the final grade placement of the student.

Policy Reviewed:
February 26, 1968
Policy Adopted:
June 18, 1974
Policy Revised:
December 16, 1991
Policy Reviewed:
July 19, 1999
Policy Revised:
April 16, 2012

STUDENT ATTENDANCE
Extended School Day and Summer High School

The brief duration of summer high school makes regular daily attendance imperative for students to complete the course of study successfully. The Extended Day and Summer School attendance requirement is consistent with the District's Comprehensive Attendance Policy that establishes a minimum of 85% of the time and earns a passing grade in a course. It is recognized, however, that there may be unforeseen circumstances that may require a student to be absent from class less than 85% of the time. The principal will review extenuating circumstances which in the principal's judgment, warrant the continued enrollment of the student with the opportunity to sit for a final examination. These reviews will be approved in collaboration with the Assistant Superintendent of Curriculum and Instruction.

High School Extended Day Program or High School Summer School Program operating on a 30-day schedule:

- Any student with more than four (4) for a full-year course or three (3) absences for a half-year course will not receive course credit and will be dropped from the course and may not receive course credit. Four (4) latenesses to class equals one (1) day absent. A lateness is defined as a student arriving to class more than twenty (20) minutes after the start time.

High School Extended Day Program or High School Summer School Program operating on a 20-day schedule:

- Any student with more than three (3) absences for a full-year course or two (2) absences for a half-year course will not receive course credit and will be dropped from the course and may not receive course credit. Three (3) latenesses to class equals one (1) day absent. A lateness is defined as a student arriving to class more than twenty (20) minutes after the start time.

The regulations of the Commissioner of Education permit students to take New York State Regents examinations without attendance upon a course of study leading to the examination. Students wishing to avail themselves of this privilege must make a written application to the high school principal at least five (5) days in advance of the scheduled testing date.

Student Attendance – Extended School Day and Summer High School (Continued)

It shall be the responsibility of the high school principal to determine whether or not summer school attendance shall be a necessary condition for a student to sit for a New York State Regents examination. A student who withdraws from summer school for good and sufficient reason shall not be denied the privilege of sitting for a New York State Regents examination should the student be otherwise qualified to take the examination.

Policy Adopted:
June 23, 1980
Policy Revised:
December 16, 1991
Policy Reviewed:
July 19, 1999
Policy Revised:
June 25, 2018
Policy Revised:
October 24, 2022
Policy Revised:
May 13, 2024

PROCEDURES FOR DEALING WITH PUPILS WHO ARE INSUBORDINATE, DISORDERLY, OR TRUANT, OR WHOSE CONDUCT ENDANGERS THE SAFETY, MORALS, HEALTH, OR WELFARE OF OTHERS

Under New York State Education Law, Section 3202, each minor over five years of age and under twenty-one years of age is entitled to attend the public schools maintained in the district in which the child resides. Each minor must attend school full-time from the first day of session in September of the school year in which the minor becomes six years of age through the last day of the school year in which the minor becomes 17 years of age unless the minor has completed a four-year high school course of study. The minor may attend a school other than a public school or receive home instruction, provided the instruction is equivalent to that given in the public schools.

The Board of Education recognizes that behavioral expectations and responsibilities of students must be developed for elementary, middle and high schools. These expectations and responsibilities will be publicized and explained to all students on an annual basis. (Reference to Section 100.2, I Part 100 Regulations of the New York State Commissioner of Education.)

The Board of Education will provide a program of instruction that is adapted to the individual aptitudes, interests and needs of the wide diversity of pupils in attendance. School authorities will take all appropriate steps to encourage pupils to establish a pattern of school attendance and study that will culminate in high school graduation. Such an effort is in the interest of the individual child and the general interest of society.

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others:

A. Minor infractions of disciplinary procedures can generally best be handled by the classroom teacher involved.

1. The classroom teacher is responsible for pupil discipline, in the first instance, and should use such measures as are provided by building procedures as outlined by the principal in the teacher handbook.

2. Meaningful, well-planned lessons, presented in a classroom environment that is conducive to study, where rules and regulations are reasonable and appropriate, and standards of pupil achievement are geared to the ability of pupils, will be effective in assuring positive response for the very large majority of pupils.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others: (continued)

B. If pupil misbehavior becomes excessive in spite of the teacher's informal attempts at correction, the case will be referred by the teacher to the principal or the assistant principal. If, in the judgment of the principal, the pupil has been guilty of gross insubordination or disorderly conduct, the procedure listed below will generally be followed. In the case of exigent circumstances, it may be necessary to make exceptions.

1. On the occasion of the first major violation, the pupil will be summoned to a conference before the principal or assistant principal.

   a. At this conference, the charges of insubordination or disorderly conduct against the pupil will be presented, explanations will be sought, and plans to rectify the situation will be made.

   b. Parents or guardians will be notified by mail and/or telephone of such a conference if there is a resulting restriction on pupil behavior that has been imposed. Furthermore, they will be advised that the pupil's behavior will be closely observed, and what steps have been proposed should another violation occur.

2. If continued violations should occur, the parents or guardians will be notified by registered mail and/or telephone and invited to the school to confer.

   a. The principal may impose such limitations and conditions on the pupil's continued attendance in a class or in school or on the student's movements in school or school privileges as the principal may deem necessary.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others: (continued)

b. A statement as to further action should misconduct continue will be made to the pupil and the pupil's parents or guardians, including the possibility of suspension from school.

c. A case conference will be held involving some or all of the pupil's teachers, guidance counselor, school psychologist, principal or assistant principal, and other members of the professional staff as may be deemed appropriate. Written recommendations as to steps to be taken to assist the pupil in correction of behavior patterns, will be developed as a result of this conference.

d. The principal will consider these recommendations, the reactions of the pupil and the pupil's parents or guardians, and will develop a follow-up program as the principal deems proper.

i. Parents or guardians will be advised of such decisions by mail.

ii. Members of the professional staff concerned with the behavior of the pupil will be advised of such decisions.

3. If violations persist and/or the infraction was of such a nature that the principal after careful consideration suspends the pupil for five (5) school days or less, the following procedures will be followed:

a. The principal shall immediately notify the student's parents or guardians in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within 24 hours of the suspension at the last known address of the parents or persons in parental relation. If possible, such notice will also be provided by telephone.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others: (continued)

b. The notice shall provide a description of the charges against the student, and the incidents which resulted in the suspension and shall inform the parents or persons in parental relation of their right to request an immediate informal conference with the building principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents and/or guardians. At this conference, the parents or guardians shall be permitted to ask questions of complaining witnesses under such procedures as may be established by the building principal.

c. After the conference, the building principal shall promptly advise the parents or guardians of his/her decision and that they may appeal the decision to the Board of Education.

d. The principal may readmit the pupil at any time within or at the end of the five- (5) day period when this appears to be in the best interest of the pupil and the school.

e. The parents and/or guardians may be requested to confer again with the principal prior to the student's readmission.

4. If, in the opinion of the principal, the seriousness of the pupil's infraction is such as to warrant a suspension of more than five (5) days, the principal shall so notify the superintendent of schools and request the school superintendent to hold a hearing for purposes of extended suspension and provide for the school superintendent the case folder containing all relevant information. The superintendent of schools shall proceed as follows:

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others: (continued)

a. Reasonable notice (by registered mail or personal delivery) to the pupil affected and to the person or persons in parental relation to the pupil, of the time, date, and place of the school suspension hearing; this notification shall invite the pupil and person in parental relation to such pupil to be present; it shall inform them they have the right to representation at the hearing by counsel, with the right to question witnesses against the pupil and present witnesses and other evidence on his/her behalf, and that they have the right of appeal from the school superintendent's decision to the Board of Education.

b. The superintendent shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required and a tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. An appeal of the decision of the superintendent may be made to the Board which will make its decision solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) business days of the date of the superintendent's decision unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) calendar days of the decision.

c. The superintendent shall notify in writing (by personal delivery or registered mail) the parent and pupil of his/her decision with the period of extended suspension, if any, clearly stated as well as the reasons for such extended suspension stated.

d. The parent and pupil shall be informed in such notification from the superintendent of schools that they have the right to appeal to the Board of Education.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

I. Procedures relative to pupils whose conduct is insubordinate or disorderly or endangers the safety, morals, health or welfare of others: (continued)

e. In the case of a pupil under sixteen years of age who is suspended alternative means for instruction will be provided for such student. As a general rule, an alternative program of instruction will also be sought for any student 16 years of age or older who presents a sincere desire to complete his/her high school education.

f. In the case of a minor suspended for reasons other than insubordination and/or disorderly conduct, such suspension may be revoked by the superintendent of schools when it appears that this would be in the best interest of the school and the pupil.

II. Discipline of students with disabilities:

Students with disabilities will not be disciplined if their inability to conform to the school's code of conduct is due to their disability.

With the exception of the five day or less suspension, this policy does not apply to a student identified as having a disability. All matter of discipline in cases of suspensions of more than five days will be immediately referred to the CSE for review and modification, if appropriate, of such student's Individual Education Program (IEP). If there is any doubt as to whether the behavior is directly related to the student's disability, the case will be referred to the CSE immediately. The CSE will decide if counseling or disciplinary action will be taken and/or if a change of placement is appropriate.

Pending the outcome of appeal procedures related to such modification, if the behavior of a student endangers the health and safety of himself/herself or others, the superintendent will seek parental consent or, if appropriate, a court order for immediate alternative placement of a student, or request an expedited impartial hearing.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

III. Procedures relative to pupils who are truant or excessively absent:

Under the provisions of Section 3213 of the New York State Education Law, the Board of Education has appointed supervisors of attendance. These supervisors shall fulfill the duties and responsibilities, as established under this section, and shall have all of the powers outlined in this section.

When questionable patterns of attendance, known cases of truancy, or excessive absences are noted by any member of the professional staff, the case will be referred to the attendance teacher.

A. The attendance teacher will confer with the pupil and make every attempt to ascertain the causes contributing to the pupil's poor attendance. The attendance teacher will attempt to work out with the pupil steps to be taken to improve school attendance.

1. Whenever appropriate, assistance will be sought from teachers having an influence or concern relative to the pupil's attendance, building administrators, professional staff and community agencies providing special services.

2. The parents or guardians will be notified, by mail, of the pupil's poor attendance. The parents or guardians will be invited to assist in the resolution of the difficulties contributing to the pupil's poor attendance. This assistance may be facilitated by written correspondence, telephone conferences, or meetings with the school authorities involved.

3. The pupil will be placed on a program of attendance probation. Under the terms of this probation:

a. The pupil will be required to present a written justification from the pupil's parents or guardians for each absence upon return to school following such absence.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

III. Procedures relative to pupils who are truant or excessively absent: (continued)

b. The parents will be requested to telephone the attendance teacher any day their child is expected to be absent.

c. The attendance teacher will:

i. Maintain a constant surveillance of the pupil's attendance.

ii. Maintain communication with the home as may be necessary to insure improved attendance.

iii. Prepare a weekly list of pupils placed on attendance probation and distribute copies to all teachers, counselors and administrators involved.

d. The building principal or the principal's designee will make routine inquiries into daily absences. The absence or tardiness of a pupil on attendance probation will be reported to the attendance teacher for investigation.

B. In cases of continued truancy or illegal absence:

1. After consultation with the principal, the probation period will be extended for an indefinite period.

2. The parents or guardians will be requested to confer with the principal or assistant principal and the attendance teacher.

3. After this parental conference occurs, an investigation will be made by an Attendance Review Board which will meet regularly in the secondary schools to review cases of pupil truancy.

a. The Attendance Review Board will consist of the principal or assistant principal, the attendance teacher and the pupil's guidance counselor. The Review Board members may consult with other appropriate members of the staff.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

III. Procedures relative to pupils who are truant or excessively absent: (continued)

b. The Attendance Review Board will plan a positive action program to induce the pupil to attend regularly, as well as disciplinary steps to be taken immediately; or if the problem continues, the pupil will be called before the Review Board to explain the pupil's absences from school.

4. The attendance teacher will counsel with the pupil in light of the findings and recommendations of the Attendance Review Board.

C. If the truancy persists, the principal may issue a detention or in-school suspension for an appropriate number of days, as well as deny the student the privilege of participating in or attending extracurricular activities.

IV. Using other aids and resources to assure good conduct of pupils and their regular attendance in school:

A. In the case of any pupil whose conduct or attendance is unsatisfactory and whose parents, in the opinion of school authorities, are not assuming responsibility for the pupil, are disinterested in the pupil's welfare, or have lost control over the pupil's behavior, or are incapable of understanding the pupil's situation in school, and it is evident that some other adult is interested in the pupil's welfare and may exercise a measure of influence or control over the pupil, such a person shall be involved by school authorities in the procedures above.

B. Both pupils and parents will be periodically apprised of school rules and procedures with respect to conduct and attendance by inclusion in student handbooks and communications to parents of information on these procedures and by scheduling assemblies for pupils and meetings for parents where such standards and procedures are reviewed and explained.

Procedures for Dealing with Pupils Who Are Insubordinate, Disorderly, or Truant, or Whose Conduct Endangers the Safety, Morals, Health, or Welfare of Others (Continued)

IV. Using other aids and resources to assure good conduct of pupils and their regular attendance in school: (continued)

The superintendent of schools shall so notify the Board of Education at its next regular meeting of any pupil whom the school superintendent has suspended from school for more than five (5) days.

Policy Adopted:
December 1, 1969
Policy Revised:
October 21, 1985
Policy Revised:
May 20, 1991
Policy Revised:
October 18, 1999
Policy Revised:
January 24, 2000
Policy Revised:
March 24, 2025

TARDINESS DUE TO BUS OPERATIONS

School principals shall establish administrative procedures to prevent tardiness to school, when due to the late arrival of school buses, from being recorded on the report cards or the permanent records of students. Furthermore, tardiness due to the late arrival of buses shall not be allowed to penalize a student in any way.

Policy Adopted:
September 21, 1987
Policy Revised:
December 16, 1991
Policy Reviewed:
August 24, 1999
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Revised:
October 24, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
October 28, 2024

SCHOOL ATTENDANCE AREAS

Students enrolled in Grades kindergarten through twelve, inclusive, (excepting children attending an approved private school, and excepting students attending an approved program designed for educating those with handicapping conditions, and excepting students attending an approved program designed for the education of gifted and talented) whose legal residence falls within the boundaries of the Patchogue-Medford School District are entitled to a tuition-free public education at the school designated in Subsections 1–11 of this policy. Students will attend schools within the attendance zone as approved by the Board of Education. The Board may change attendance zones on its own vote. Notwithstanding the foregoing, the Board of Education may assign a student to attend a specific school based upon District programmatic requirements, including, but not limited to, the need to balance class sizes.

School principals, with the prior approval of the superintendent of schools, are granted authority to make exceptions to the placement of a student at the school, within the specified attendance zone, when the parents of a student move their residence to another residence within the school district boundaries during an academic semester. Upon application by the parents and at the principal's discretion, the student faced with a change in residence may continue in attendance at the original school for the balance of the academic year in which the date of the change of residence occurs. Special consideration will be given to students who are in the last year of attendance at an elementary school or in the last year of attendance at a middle school.

To apply for an exemption, the parents of the student will submit a request in writing to the principal. Following consultation with the superintendent of schools, the principal will forward a copy of the approving response to the superintendent of schools, to the assistant superintendent for business, or designee and to the school district registrar. The approving response will make no provision for an extra cost to be incurred by the district for school bus transportation. If, however, school bus transportation may be arranged so that the student uses an existing bus stop and provided that the affected school bus will not be crowded beyond legal limits, the school principal is authorized to include school bus transportation as an approved service.

In the first school year after the Board of Education has changed attendance zones, the Superintendent may, in his or her sole discretion, allow students who are in the last year of attendance at a school to continue in attendance at the original school for the last year of attendance. Furthermore, the Superintendent may in the first such school year, in his or her sole discretion, allow students to continue in their current educational program until such time as they complete, change, or graduate from such program. The Superintendent is hereby authorized to establish a procedure for the submission of requests for students to continue in attendance at the original school or current educational program as described above.

Policy Adopted:
May 21, 1984

School Attendance Areas (Continued)

Policy Revised:
December 16, 1991
Policy Reviewed:
September 13, 1999
Policy Revised:
January 27, 2014
Policy Revised:
March 18, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023
Policy Reviewed:
October 28, 2024

SCHOOL ATTENDANCE AREAS
BARTON ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for children with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the Barton Elementary School:

North: A. The middle of Woodside Avenue east of the intersection of Route 112.

B. The Long Island Railroad right-of-way, Medford, New York, east of a point due north of Sipp Avenue.

East: The school district east boundary line between Sunrise Highway to the south and the Long Island Railroad right-of-way, Medford, New York, to the north.

South: The middle of Sunrise Highway east of the intersection of Route 112.

West: A. Route 112 between the intersection of Sunrise Highway to the south and Woodside Avenue to the north.

B. The rear yard residences on the west side of Bridgeport Avenue from the district boundary line to the south, to Southaven Avenue to the north; thence running easterly along the center of Southaven Avenue to a point where the rear yard residences on the west side of Sipp Avenue intersect Southaven Avenue.

C. The rear yard residences on the west side of Sipp Avenue between Southaven Avenue to the south, and the Long Island Railroad right-of-way, Medford, New York, to the north.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
BAY ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for children with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the Bay Elementary School:

North: A. The rear yard residences on the south side of Laurel Street between the Patchogue River to the west and the intersection of South Ocean Avenue to the east.

B. The middle of Main Street (Montauk Highway) east of South Ocean Avenue. East of the back yards of Lake Drive to the district's boundary line, south of Sunrise Highway.

East: The school district east boundary line between the Great South Bay and Main Street (Montauk Highway), to district boundary line North of Montauk Highway between rear yards of Lake Drive and district boundary line.

South: The Great South Bay east of the Patchogue River.

West: A. The middle of the Patchogue River south of Laurel Street.

B. The middle of South Ocean Avenue between Laurel Street to the south and the Long Island Railroad right-of-way, Patchogue, New York, to the north.

C. The rear yard residences on the west side of South Ocean Avenue between the Long Island Railroad right-of-way, Patchogue, New York, to the south and the intersection of Main Street (Montauk Highway) to the north.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
CANAAN ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for children with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the Canaan Elementary School:

North: A. The school district north boundary line west of Canaan Lake.

B. The Long Island Railroad right-of-way, Medford, New York, west of the intersection of Old Medford Avenue.

C. The middle of Woodside Avenue between the intersection of Old Medford Avenue and Route 112.

East: A. The rear yard residences on the east side of Old Medford Avenue from Rosedale Avenue on the south to the Long Island Railroad right-of-way, Medford, New York, to the north.

B. The center of Old Medford Avenue between the intersection of Woodside Avenue to the south and Rosedale Avenue to the north.

C. The middle of Route 112 between the intersection of Sunrise Highway on the south and Woodside Avenue to the north.

South: The middle of Sunrise Highway west of the intersection of Route 112.

West: The school district west boundary line north of Sunrise Highway and south of the Long Island Railroad right-of-way, Medford, New York.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
February 16, 1991
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
December 20, 2021

School Attendance Area – Canaan Elementary School (Continued)

Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
EAGLE ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for children with disabilities, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below shall attend the Eagle Elementary School:

North: School district north boundary line.

East: School district east boundary line north of the Long Island Expressway , Medford, New York.

South: Long Island Expressway North, Medford, New York.

West: School district west boundary line north of the Long Island Expressway, Medford, New York.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
June 17, 1996
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
MEDFORD ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for students with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the Medford Elementary School.

North: The middle of Sunrise Highway east of the point where it is intersected by the middle of the Great Patchogue Lake and the rear yards of Lake Drive.

East: The school district boundary line north of Main Street (Montauk Highway) and south of Sunrise Highway.

South: North side of Main Street (Montauk Highway) between Great Patchogue Lake and the rear yard of Lake Drive.

West: A. North of Main Street (Montauk Highway) between Patchogue River and Lake Drive. Main Street (Montauk Highway) to the north.

B. The middle of the Great Patchogue Lake between Lake Street to the south and Sunrise Highway to the north.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
February 16, 1991
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
RIVER ELEMENTARY SCHOOL

All children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for students with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the River Elementary School:

North: A. Sunrise Highway west of the intersection of the Great Patchogue Lake.

East: A. The middle of the Great Patchogue Lake between Lake Street to the south and Sunrise Highway to the north.

B. The middle of South Ocean Avenue between Main Street (Montauk Highway) to the south,

C. The middle of the Patchogue River between the Great South Bay to the south and Laurel Street to the north.

South: A. The rear yard residences on the south side of Laurel Street between the Patchogue River to the west and the intersection of South Ocean Avenue to the east.

B. The Great South Bay west of the Patchogue River.

West: The school district west boundary line between the Great South Bay to the south and Sunrise Highway to the north.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
TREMONT ELEMENTARY SCHOOL

The children in Grades kindergarten through five, inclusive, excepting those children attending an approved private or parochial school and excepting those children attending an approved school for students with handicapping conditions, whose legal residence falls within that portion of the Patchogue-Medford School District bordered by the boundary described below, shall attend the Tremont Elementary School:

North: South of the middle of the Long Island Expressway, and a point due north of Sipp Avenue to the east.

East:
A. The rear yard residences on the west side of Sipp Avenue between Southaven Avenue to the south, and the Long Island Railroad right-of-way, Medford, New York, to the north.

B. South of Long Island Expressway, East of Horseblock to the district boundary line.

C. The rear yard residences on the west side of Bridgeport Avenue between Southaven Avenue to the north, and the district boundary line to the south.

South:
A. The middle of Woodside Avenue between the intersection of Old Medford Avenue to the west, and the rear yard residences on the west side of Bridgeport Avenue to the east.

B. The middle of Southaven Avenue between the rear yard residences on the west of Bridgeport Avenue to the west, to the rear yard residences on the west side of Sipp Avenue to the east.

West:
A. The district boundary line, north of the rear yard of Peconic Avenue between Old Medford Avenue and the middle of the Long Island Expressway south side.

B. The east side of Old Medford Avenue between Woodside Avenue and Long Island Avenue.

Policy Adopted:
February 26, 1968
Policy Revised:
February 24, 1975
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020

School Attendance Areas – Tremont Elementary School (Continued)

Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
OREGON MIDDLE SCHOOL

All children in grades 6, 7, and 8 excepting those children attending an approved private or parochial school and excepting those children attending an approved school for children with disabilities, whose legal residence is as follows:

A. All students who reside in the Eagle Elementary School attendance boundaries.

B. All students who reside in the Tremont Elementary School attendance boundaries.

Policy Adopted:
August 28, 1973
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
June 17, 1996
Policy Revised:
November 15, 2004
Policy Reviewed:
August 26, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
SAXTON MIDDLE SCHOOL

All children in Grades 6, 7 and 8 excepting those children attending an approved private or parochial school and excepting those children attending an approved school for students with handicapping conditions attending an approved school for students with handicapping conditions, whose legal residence is as follows:

A. All students who reside in the Barton Elementary School attendance boundaries.

B. All students who reside in the Canaan Elementary School attendance boundaries.

Policy Adopted:
August 28, 1973
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
November 15, 2004
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
SOUTH OCEAN MIDDLE SCHOOL

All children in Grades 6, 7 and 8 excepting those children attending an approved private or parochial school and excepting those children attending an approved school for students with handicapping conditions, who legal residence is as follows:

A. All students who reside in the Medford Elementary School attendance boundaries.

B. All students who reside in the Bay Elementary School attendance boundaries.

C. All students who reside in the River Elementary School attendance boundaries.

Policy Adopted:
August 28, 1973
Policy Revised:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
November 15, 2004
Policy Revised:
January 28, 2019
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

SCHOOL ATTENDANCE AREAS
PATCHOGUE-MEDFORD HIGH SCHOOL

All students in Grades 9, 10, 11 and 12 excepting those students attending an approved private or parochial school and excepting those students attending an approved school for students with handicapping conditions and excepting those students who are 16 years of age or older and have withdrawn from school enrollment whose legal residence is within the district boundary lines of the Patchogue-Medford School District; and for any students residing within the school district boundary lines who are designated as Grade 9 academic program; and for students who reside within the school district boundary lines whose grade level may be undesignated but who are 16 years of age or older at the start of the academic year.

Policy Adopted:
April 10, 1979
Policy Revised:
December 16, 1991
Policy Revised:
November 15, 2004
Policy Reviewed:
August 24, 2020
Policy Reviewed:
December 20, 2021
Policy Reviewed:
October 24, 2022
Policy Reviewed:
August 21, 2023

NON-RESIDENT STUDENTS - TUITION CHARGE

Free enrollment by students in the schools of the Patchogue-Medford School District is restricted to residents only. Non-residents may be admitted for enrollment with the approval of the Superintendent of Schools and upon payment of the tuition rates established by the State Education Department and adopted each year by the Board of Education every year in January.

Non-residents must submit a request to the Superintendent of Schools which will include the following information:

- Reason for the enrollment request;
- How the student will be transported to the District.

Non-residents must pay for the first semester before they will be allowed to enroll in the District. Tuition for the first semester will be due by August 31st. The balance of the tuition due for the second semester must be received by the District no later than January 25th, or the student will not be able to attend the second semester.

The tuition for the first semester will be based on the most recent rate set by the State Education Department for the District. If the final rate established by the State Education Department is higher or lower, the second semester payment will be adjusted accordingly.

An exception to the requirement for the payment of tuition will occur when resident students move out of the district during an academic semester. The school principal may recommend continued attendance without a tuition charge to allow the students to complete one academic semester. To apply for an exemption, the parents of the student must forward a written request to the principal. The principal will then forward a recommendation to the Superintendent of Schools, and the Superintendent of Schools will inform the principal of the disposition of the parents' request. The principal will then provide written notification to the parents, a copy of which will be given to the Superintendent of Schools, the Assistant Superintendent for Business or designee and the school district registrar.

Policy Reviewed:
February 26, 1968
Policy Adopted:
August 28, 1973
Policy Revised:
April 9, 1984
Policy Revised:
September 18, 1989
Policy Revised:
December 16, 1991
Policy Reviewed:
September 13, 1999
Policy Revised:
January 28, 2013
Policy Revised:
August 26, 2019

Non-Resident Students – Tuition Charge (Continued)

Policy Revised:
October 18, 2021
Policy Reviewed:
December 19, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

NON-RESIDENT STUDENTS – SPECIAL EDUCATION SERVICES

Students qualifying for special education services and who attend a nonpublic school for their general education are entitled to receive special education services from the school district where the nonpublic school is located. The district will bill the district of residence for any special education services provided to nonresident students who receive special education services at the District and attend a nonpublic school located within District boundaries.

The Assistant Superintendent for Pupil Personnel will be responsible for identifying all nonresident students that are receiving special education services, determining the District of Origin, calculating the appropriate costs for which to seek reimbursement, and having contracts prepared for submission to the Board of Education for approval.

The Assistant Superintendent for Pupil Personnel will have a member of his/her staff prepare invoices no later than November 30th of the school year following the delivery of such services.

The Senior Accountant, under the supervision of the Assistant Superintendent for Business, or designee, will compare the contracts that are approved by the Board of Education to the invoices generated by the Office for Pupil Personnel Services, to determine if invoices have been generated for all nonresident students that the District provided special education services to confirm that all students have been billed for services rendered.

Adopted:
January 28, 2013
Revised:
January 23, 2023

ADMISSION OF FOREIGN EXCHANGE STUDENTS

The Board of Education recognizes the cultural enrichment derived from welcoming foreign exchange students into the educational program and encourages District participation in a foreign student program.

Only non-immigrant foreign exchange students who possess a valid J-1 visa to study in the United States will be admitted to the District's High School.

The District retains the sole discretion to deny admission to any student not meeting all the requirements set forth in this policy, and may terminate the approval of a foreign exchange student program when the Board believes that it would be in the best interest of the District.

Foreign Exchange Students (J-1 Visa)

The Board encourages District participation in a foreign exchange student program. Foreign exchange students will be admitted to the District's High School for no more than a one-year academic program, pursuant to the following provisions:

1. The District recognizes only those organizations designated as "Exchange-Visitor Programs" by the United States Information Agency, pursuant to federal regulations, as sponsoring organizations for the exchange of students. Any such organization must supply proof of designation prior to recognition.

2. No foreign exchange students subject to this policy shall be brought into the District by a foreign exchange student program unless he/she has been accepted in writing as a student by the High School Principal. Sponsors are responsible for the effective administration of their Exchange Visitor Program. Applications and all required documentation concerning the exchange student must be submitted no later than June 30th prior to the academic year of attendance.

3. A foreign exchange student is not entitled to tuition-free schooling in the school district merely because he or she resides with a family within the district. However, if approved, the foreign exchange student shall attend the Patchogue Medford School District free of charge and will be provided bus transportation to and from school to the same extent District students are provided such transportation,

Admission of Foreign Exchange Students (Continued)

4. In reviewing applications for enrollment, the following factors will be considered:
    a. whether the student possesses sufficient proficiency in the English language;
    b. whether the student demonstrates maturity, good character, and scholastic aptitude;
    c. whether an appropriate program is available;
    d. whether the student meets the general admission requirements for the school; and
    e. any additional factors relevant to the student's potential for success in the program.

The District shall supply the foreign exchange students with attendance and academic records. It is the responsibility of the foreign exchange student and the school in his/her home country to determine how the courses taken at the high school apply towards the student's educational program at the home school.

The following guidelines are provided to assist the foreign exchange organization, the foreign exchange student, and the host family in understanding the expectations of this privilege:

- Foreign exchange students are accepted for one calendar year and will not be approved for a single semester. Admission will only be allowed at the beginning of the school year.
- The District may, annually, accept up to two (2) foreign exchange students.
- On September 1 of the school year of admission to the district, the exchange student must be at least fifteen years of age and less than eighteen years and six months of age.
- The foreign exchange student is responsible for providing proof of required immunizations, in English, prior to attendance.
- Every foreign exchange student must possess sufficient proficiency in English language and demonstrate maturity, good character, and scholastic aptitude.
- The host family must be a resident of the Patchogue-Medford School District.
- Foreign exchange students will be classified at a level no higher than 11th grade.
- No student will be eligible for acceptance who has completed the equivalent of the 12th grade in their home country, has received a diploma or a certificate of graduation, or is considered eligible for college or university placement.
- Foreign exchange students will not be placed in class ranking.
- Foreign exchange students are subject to the District's attendance and discipline policies and are expected to participate fully in their classes, including taking tests.
- All school-related expenses shall be the responsibility of the sponsor, the student, and/or the host family.

Admission of Foreign Exchange Students (Continued)

No Guarantee of Admission

The Board retains the discretion to deny admission to any student not meeting all of the requirements set forth in the Board's policy.

Adopted:
December 16, 2024

SUSPENDED INDEFINITELY

5119

SECURITY OF INFORMATION -- DISTRICT-LEASED COMPUTER SYSTEM

Authorization to be cleared for access to information from the district-leased computer terminals located in school buildings shall be restricted by code to those employees designated officially, in writing, by the superintendent of schools. The superintendent will limit his designations to those employees whose jobs relate specifically to data which may be obtained from these terminals.

In order to provide safeguards for confidential information regarding students, their family and personnel employed by the district, the superintendent of schools will use all reasonable means to parcel access to this data among several employees. The division of activity shall be coded as follows:

A. Activating and deactivating the terminal.

B. Access to student demographic information.

C. Access to student attendance information.

D. Access to student scheduling and grade reporting information.

E. Access to personnel information.

F. Ability to edit information relating to student attendance.

G. Ability to edit information for student scheduling and grade reporting and data.

H. Ability to edit information relating to personnel data.

I. Ability to add or drop students from the data base.

The responsibility to activate or deactivate individual terminals located in each school building will be vested with the principal of the school. One assistant principal in the same school will be designated by the superintendent of schools to act in the principal's absence. In a school which has no assistant principal, the principal of that school may, in writing, nominate one other responsible employee to activate or deactivate the terminal.

Access to attendance data and the ability to add or drop students from the data base will be restricted to the assistant principal for student support services. Access to attendance data and the ability to change or add data shall be restricted to one attendance clerk in each building designated by the superintendent of schools.

SUSPENDED INDEFINITELY

Security of Information -- District-leased Computer System (Continued)

Access to student scheduling and grade reporting data and the ability to modify or add data will be restricted to one clerk designated by the superintendent of schools in each building. Whenever possible, this individual will be different from the individual designated to access change or add data to the attendance system.

Access to personnel data and the ability to change or add data will be restricted to two secretaries designated by the superintendent of schools.

The assistant superintendent for business will be entitled to coded knowledge for all divisions above described. The assistant superintendent, without the advance approval of the superintendent of schools, may have access to or use such data as is deemed important for the interests of the school district.

It is the intent of the Board of Education that this policy be observed by all employees with full recognition for the need to guarantee privacy of information relating to students, their families and to personnel employed by the district. Toward this end, the Board of Education encourages the superintendent of schools and the principals of the schools to create and publish administrative regulations which complement this policy and enhance its implementation.

SUSPENDED INDEFINITELY

Policy Adopted:
August 20, 1979
Policy Revised:
December 17, 1984
Policy Revised:
December 16, 1991
Policy Reviewed:
September 27, 1999
Policy Suspended Indefinitely:
October 28, 2024

HOME SCHOOLING

The Board of Education, acting in compliance with the Regulations of the New York State Commissioner of Education, reaffirms the right of resident parents who wish to instruct their children at home to fulfill their responsibilities under the New York State Compulsory Attendance Laws. The Board of Education declares its intention to achieve a balance between the rights of parents to provide required instruction at home and the responsibility of school authorities to assure that school age children receive instruction substantially equivalent to that provided in the Patchogue-Medford Schools.

The superintendent of schools, or his/her designee, will take the following actions when parents wish to educate their children at home because of religious, philosophical or medical reasons:

A. Counsel parents about the merits of enrolling their children in the Patchogue-Medford public schools.

B. Issue to parents the relevant Commissioner's Regulations and The State Education Department supplied forms with which a parent may submit an Individualized Home Instruction Plan.

C. Upon request from the parent provide assistance to prepare required educational plans.

D. Notify parents of plan compliance or give written notice to parents of deficiencies which cause the plan to be rejected.

E. Allow parents to appeal to the Board of Education when the superintendent of schools rejects the educational plans submitted by the parents.

F. Monitor the educational plan by requiring a report from the parent.

G. Upon parental request issue textbooks and standardized tests which may be found on official listings approved by the Board of Education.

H. When a student who is receiving home schooling wishes to enroll in a Patchogue-Medford school, the student's class placement will be determined after analysis of standardized tests administered to the student by a designee of the superintendent of schools.

Policy Adopted:
October 17, 1988
Policy Revised:
December 16, 1991
Policy Reviewed:
September 27, 1999
Policy Revised:
June 27, 2022

SCREENING OF NEW STUDENTS FOR ENROLLMENT IN SCHOOLS

In accordance with the laws of the State of New York and the regulations of the New York State Commissioner of Education, it is the policy of the Board of Education that all students to be admitted for enrollment in the schools of the district will be screened prior to admission to determine whether the new entrant may be possibly handicapped or possibly gifted. The screening will include, but may not be limited to:

A. A physical examination which includes proof of immunization required by the State of New York.

B. Language skill development.

C. Cognitive development.

D. Motor development.

E. A determination whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an interview in English and the home language.

"Screening" is a quick method of assessing a student's potential academic performance and physical condition, with emphasis on whether or not the student may be classified as either possibly handicapped or possibly gifted. The screening will be designed so as to identify those students who may need a more intensive evaluation. The screening itself is not to be considered an in-depth evaluation. All students will participate in the screening process on an equal basis regardless of age, race, weight, color, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation, marital status, socio-economic class, military status, or domestic violence victim status..

The screening process should produce preliminary information regarding the student's development. It will be conducted prior to December 1 of each year for all new students entering kindergarten. The screening will be conducted by persons appropriately trained or qualified in student's home language if the language of the home is other than English.

Students who enter the school system after December 1 will be screened within fifteen (15) calendar days of the date of entry. The Board of Education will recognize the results of screenings completed for transfer students by other school districts, provided that such examinations have been conducted within one year of the date of entry to the Patchogue-Medford School District.

Screening of New Students for Enrollment in Schools (Continued)

The superintendent of schools will issue administrative directives concerning the screening of new students or other students as required by New York State law or the regulations of the Commissioner of Education. The administrative directives will specify the following:

A. Procedures and deadlines.

B. Record keeping.

C. Parent information and participation.

D. Designation of personnel to administer screenings.

E. Evaluation of student records.

F. Establishment of testing instruments.

G. Special application for testing students of limited English proficiency.

Policy Adopted:
February 8, 1982

Policy Revised:
October 21, 1985

Policy Revised:
December 16, 1991

Policy Reviewed:
October 4, 1999

Policy Revised:
April 24, 2017

Policy Revised:
March 22, 2021

Policy Revised:
May 24, 2021

PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER IDEA AND NEW YORK EDUCATION LAW ARTICLE 89

The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within the District and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their individualized education program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her needs

The Board also shall make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the District, regardless of whether they are residents of the District. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a non-public school within District boundaries because of a disagreement between the parents and the school District over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not District residents but who reside within New York State will be provided programs and services in accordance with their individualized educational services program (IESP). Nonpublic school students with disabilities who reside out-of-state will be provided services in accordance with their services plan (SP).

In addition, to the maximum extent appropriate to their individual needs, eligible students with disabilities residing within the District and attending the District's public schools will be entitled to participate in school District academic, cocurricular and extracurricular activities available to all other students enrolled in the District's public schools. Such cocurricular and extracurricular activities may include athletics, transportation, recreational activities, school-sponsored special interest groups or clubs and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the school District and assistance in making outside employment available).

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board will afford the students and their parents the procedural safeguards to which they are entitled under applicable law and regulations. The Board also will provide them with notice of such rights as required by law and regulation, using the forms prescribed by the Commissioner of Education.

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word parent means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child (as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to Title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the child resides;) or surrogate parent who has been appointed in accordance with the Commissioner's Regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn 21 or until they receive a local high school or Regents diploma.

Students with disabilities may not be required to take medication as a condition for receiving a free appropriate public education.

To ensure the provision of a free appropriate public education to all eligible students with disabilities:

1. The Board will adopt and maintain a District special education services plan in conformance with the Commissioner's Regulations (8(NYCRR-200.2(c). The plan will be available for public inspection and review by the Commissioner of Education.
2. School District staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the District, including homeless children and children who are wards of the State, and children attending nonpublic school within the District (including religious schools), who are in need of special education.
3. The District will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The District will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The District will develop, implement and evaluate pre-referral intervention strategies.
4. School District staff will initiate a request for evaluation of a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program.
5. The Board will appoint a Committee on Special Education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.
6. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
7. The Superintendent shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

8. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.
9. The Superintendent will establish a process for ensuring that District staff understand the right of students with disabilities to access and participate in the same academic, cocurricular and extracurricular programs and activities as all other students enrolled in the District's public schools, to the maximum extent appropriate to their individual needs.

Locate and Identify Students with Disabilities

The District will periodically conduct an annual census to locate and identify all students with disabilities who reside in the District, and establish a register of such students who are entitled to attend the public schools of the District during the next school year, including students with disabilities who are homeless or wards of the State. The census shall be conducted, and the registry maintained, in accordance with the requirements established in Commissioner's regulations.
The District's activities for locating and identifying parentally-placed nonpublic school students with disabilities will be comparable to those undertaken for students attending the District's public schools, and will be completed within a comparable time period.
The Superintendent will determine what other activities might be appropriate to help locate and identify students with disabilities. These may include, but are not limited to, the mailing of letters to all District residents regarding the availability of special education programs and services and their right to access such services, and/or the publication of a similar notice in school newsletters and other publications.

Evaluation of Students with Disabilities

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the District will conduct a full evaluation of the student in accordance with legally prescribed time lines. As set forth in Commissioner's Regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty, and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.
Once a student has been determined eligible to receive a free appropriate public education, the District will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the District determines the educational and related service needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three years, unless the student's parent and the District agree it is unnecessary.

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

Parental Consent for Student Evaluations

Before conducting any type of evaluation, District staff will take steps to obtain written informed consent from a student's parent, as required by applicable law and regulations. They will also keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to withhold consent, the Board may, but is not required to, commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in the Commissioner's Regulations.
2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, District staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the District cannot document its efforts to obtain consent, the Board may, but is not required to, commence due process proceedings to conduct a reevaluation without parental consent.
3. If District staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

Conduct of Evaluations

In conducting evaluations of students with disabilities, the District will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant functional, developmental, and academic information for determining a student's eligibility for special education and related services, and the content of the student's individualized education program or individualized education services program or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The District also will assess a student in all areas of suspected disability, and the assessment and other evaluations used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a special learning disability, the District will follow the procedures established in the Commissioner's Regulations.

The District will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of his or her right to request an assessment, notwithstanding that determination.

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

Independent Educational Evaluations

The Board recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE).

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

Parents or guardians should file with the Assistant Superintendent for Special Education and Pupil Services a written request within ninety (90) days from the date of the CSE or CPSE evaluation. Upon receipt of such a written request, the District will, without unnecessary delay, provide the independent educational evaluation at public expense or initiate an impartial hearing to demonstrate that its evaluation was appropriate. If the hearing officer determines that the District's evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

Eligibility Determination

The CSE or CSE subcommittee will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs.

The CSE or CSE subcommittee may determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction in the essential components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

Committee on Special Education

The members of the CSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in law and regulations.

The parent of a student with disabilities is one of the mandated CSE and CSE subcommittee members and as such has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, and the provision of a free appropriate public education to their child. District staff will take steps to ensure the parent's participation, in accordance with the following:

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the District.
2. The parent will be given at least five days notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and District may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.
4. District staff will take any action necessary to ensure that the parent understands the proceedings at CSE meetings, including arranging for an interpreter for deaf parents or parents who native language is other than English.

The CSE or CSE subcommittee may meet without a student's parent only if district staff has been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if District staff has been unable to obtain parental participation, even though the use of alternative means of participation, and has a record of its attempts to ensure parental involvement.

Provision of Services

The Board will arrange for appropriate special education and related services recommended by the CSE or CSE subcommittee within 60 school days of the District's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within 60 school days of referral for review of a student with a disability, except as otherwise provided in law and regulations. All staff responsible for the implementation of a student's individualized education program, or an individualized education services program or services plan in the case of parentally placed nonpublic school students with disabilities, will be provided information regarding those responsibilities.

Parental Consent for the Provision of Services

The Board acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services. Therefore, District staff will take steps to obtain written informed consent for the initial provision of special education and related services to an eligible student. The Board will be precluded by applicable law and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

Transition Service and Diploma/Credential Options

In accordance with law and regulation, the Board will ensure the provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, which may include but are not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

- Instruction
- Related Services
- Community Experiences
- The development of employment and other post-secondary adult living objectives and;
- When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

In developing the plan for transition services, students and parents will be made aware of the range of diploma and credential options available and the requirements associated with each option.

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.; 34 CFR Part 300 N.Y. Education Law Article 89, §§4401 et seq. 8 NYCRR Part 200

Subsection 5122.1c Adopted:
January 18, 1983
Policy Revised:
December 16, 1991
Policy Reviewed:
October 4, 1999
Policy Revised:
January 22, 2018

Programs For Students With Disabilities Under IDEA and New York Education Law Article 89 (Continued)

ADMINISTRATIVE PRACTICES AND PROCEDURES FOR APPOINTING AND TRAINING SPECIAL EDUCATION STAFF
Section 5122.9

The Board of Education shall appoint special education staff upon recommendation of the superintendent of schools and according to budgetary guidelines established by the Board and voted upon by the residents of the Patchogue-Medford School District. The Board of Education empowers the superintendent of schools to arrange for training of new staff and for members of the Committee on Special Education. Methods to be used include:

A. In-district department meetings and workshops.

B. District-wide in-service courses and workshops.

C. Special Education Training Resource Center in-service courses and workshops.

D. Direct supervision by the chairperson of special education and the building principal.

ADMINISTRATIVE PRACTICES AND PROCEDURES TO IMPLEMENT SECTION 200.6 (A) OF THE RECOMMENDATIONS OF THE COMMISSIONER OF EDUCATION
Section 5122.10

The Board of Education determines at each Board meeting the placement of children with handicapping conditions as recommended by the Committee on Special Education. To assure proper fulfillment of the conditions set forth by the Board of Education for each handicapped student, it is the responsibility of the building principal and the chairperson of special education to monitor the placement to insure that the least restrictive environment provision is maintained for each student according to the recommendations of the Committee on Special Education.

Policy Adopted:
September 23, 1985
Policy Revised:
December 16, 1991
Policy Reviewed:
October 4, 1999
Policy Revised:
January 22, 2018

PROVISION OF SPECIAL EDUCATION SERVICES IN THE LEAST RESTRICTIVE ENVIRONMENT

The Board of Education recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York's Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs.

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

To fulfill its responsibility to educate students with disabilities in the least restrictive environment, the District will implement the provisions of Section 200.6 of the Commissioner's Regulations.

Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs; placements shall include the following considerations:

- The range of academic or educational achievement of the students must be limited to assure that instruction provides each student with appropriate opportunities to achieve his/her annual goals. The learning characteristics of the students in the group shall be sufficiently similar to assure that the range of academic or educational achievement is, at minimum, maintained.
- The social development of each student must also be considered in making placement decisions to assure that the social interaction within the group is beneficial to each student, contributes to each student's social growth and maturity, and does not consistently interfere with the instruction being provided.
- The levels of physical development of the students may vary, so long as each student is provided appropriate opportunities to benefit from instruction.
- The management needs of the students may vary, so long as environmental modifications, adaptations, or human or material resources required to meet the needs of each student are provided and do not consistently detract from the instruction being provided.

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

The Board also recognizes that the least restrictive environment requirements established by applicable law and regulations also extend to nonacademic settings. Therefore, to the extent appropriate to their individual needs, eligible students with disabilities residing within the school district and attending the school district’s public schools will be entitled to participate in school district academic, co-curricular and extracurricular activities available to other students enrolled in the school district’s public schools.

Provision of Special Education Services in the Least Restrictive Environment (Continued)

Such co-curricular and extracurricular activities may include but are not limited to, athletics, transportation, recreational activities, school-sponsored special interest groups or clubs and referrals to agencies that provide assistance to individuals with disabilities and the employment of the student (including both employment by the school district and assistance in making outside employment available. Students with disabilities, and their parents, will be informed of the availability of such programs and activities and their eligibility to participate. The District also will provide students with disabilities with supplementary aids and services the CSE or CSE subcommittee, as applicable, determines to be appropriate and necessary for the students to participate in such activities.

Ref:

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

Adopted: January 22, 2018

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by School District residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The School District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the biannual plan it must submit to the Commissioner of Education regarding the provision of services to students and preschool students with disabilities.

Through the Superintendent of Schools, the School District also will share with the BOCES District Superintendent information relevant for the BOCES to determine its own facility space needs for serving the School District's resident students and preschool students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent of Schools, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the School District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.

2. Review the results of the School District's latest census, and other School District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.

3. Anticipate any projected increase in the number of students and preschool students with disabilities the School District will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.

4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.

5. Submit a report to the Board of Education regarding the results of the above review process, along with necessary recommendations for additional space allocations.

Allocation of Space for Special Education Programs and Services (Continued)

Ref: Individuals with Disabilities Education Act, 20 USC §§1400 *et seq.*
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)

Section 5122.8 Adopted:
February 8, 1982
Policy Adopted:
March 22, 1977
Policy Revised:
December 19, 1983
Policy Revised:
March 18, 1985
Policy Revised:
December 16, 1991
Policy Reviewed:
October 4, 1999
Policy Revised:
January 22, 2018

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

Chapter 377 of the Laws of 2001, effective April 2002, requires each school district to develop a plan to ensure that all instructional materials to be used in the schools of the district are available in a usable format for students with disabilities as recommended on their Individual Education Programs (IEPs) and for students requiring alternate formats as

defined in Section 504 Accommodation Plans.

The Board of Education recognizes its responsibility to ensure that all the instructional materials used in the School District's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the School District will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the School District, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The Superintendent of Schools, or his/her designee will develop a plan to ensure the availability of alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for the school library.
2. Consultation with appropriate school personnel regarding how students will access electronic files. The School District's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.
3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.

4. The yearly review of the School District's ordering timelines for the purchase of instructional materials to ensure sufficient lead time for obtaining needed alternative format materials.
5. Notification to appropriate school personnel by the CSE, CSE subcommittee, CPSE and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format needed, and any assistive technology devices or services the student might need to access the alternative format materials.
6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the School District's timelines for the purchase of instructional materials.
7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in his or her selected courses are made available to the student in an accessible format.
8. Timely request of state assessments in alternative format.
9. In cases where a student enrolls during a school year, the School District shall apply the timelines under law and regulation for implementing an IEP when ordering alternate format materials.

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law § 1709(4-a); 3602(10)(b)
8 NYCRR §§200.2(b)(9)
State Education Department, Access-VR, Policy 02-05 Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities, May 2002, available electronically from the VESID website: www.vesid.nysed.gov/specialed/publications/policy/alterformat502.htm

Adopted:
January 22, 2018
Revised:
June 27, 2022

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

The Board of Education will appoint impartial hearing officers (IHO), as needed, to hear complaints regarding the identification, evaluation, or placement of students with disabilities, or the provision of a free appropriate public education to such a student in accordance with the rotational selection process and other applicable procedures described in the Commissioner's Regulations.

Selection

The updated list of certified IHOs for this county promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall also include the names of those other certified IHOs whose names appear on the state list and who have indicated to the District their interest in serving as an IHO in the District.

Upon receipt of a request for an impartial hearing, the rotational selection process for the IHO shall be initiated immediately and always within two (2) business days after receipt by the District of such written request. Should an IHO decline appointment, or if within 24 hours the IHO fails to respond or is unreachable after reasonable efforts by the Assistant Superintendent for Special Education and Pupil Services or designee, such efforts will be documented through independently verifiable efforts. The District representative shall then proceed through the list to determine availability of the next successive IHO.

The Assistant Superintendent for Special Education and Pupil Services or other person so designated, under the direction of the Board President, shall initiate the selection process by contacting the impartial hearing officer whose name first appears after the impartial hearing officer who last served. The Assistant Superintendent for Special Education and Pupil Services or designee shall canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted. Pursuant to the Regulations of the Commissioner of Education, if an impartial hearing is currently pending for the same student when a new hearing request is received, the District will appoint the same IHO, if available, who will determine whether or not to consolidate the hearings. Additionally, if the new hearing request concerns an issue which had been previously withdrawn in the 12 months prior, the District shall appoint the same IHO, if available.

An IHO on the District's rotational list may not accept appointment unless he or she is available to:

1. Make a determination on the sufficiency of the due process complaint that will be heard at the hearing within five days of receiving such a request; and
2. Initiate the hearing within the first 14 days after either:
    - The District appoints the hearing officer; or
    - The date on which he or she receives written notice that the parents and the District waived their right to hold a resolution meeting to resolve their differences prior to the commencement of the hearing, or met but were unable to reach agreement; or
    - The expiration of the thirty (30) day period beginning with the receipt of the due process complaint, whichever occurs first, unless the parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, in which case, the hearing or

Impartial Hearing Officer Appointment and Compensation (Continued)

pre-hearing conference shall commence within the first fourteen (14) days after the impartial hearing office is notified in writing that either party withdrew from mediation.

Appointment

The Board President, or in his or absence or inability, the District Clerk, will appoint an IHO immediately after the IHO selected from the rotational list indicates he or she is available.

The Board will rescind the appointment of an IHO and appoint a new one if the parties to the hearing mutually agree that the IHO is either incapacitated or otherwise unavailable or unwilling to continue the hearing or issue a decision. The appointment of a new IHO in such an instance will be made in accordance with the selection and appointment procedures established by the policy.

Compensation

The District will compensate an impartial hearing officer for his or her services at the maximum rate established for such purpose by the Director of the Division of the Budget. Currently, this rate is $100 per hour for pre-hearing, hearing, and post-hearing activities. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel at the IRS approved rate. Mailing costs associated with the hearing will also be reimbursed. The District will not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

Cancellation

The District will attempt to provide an impartial hearing officer with two business days advance notice of the cancellation or re-scheduling of an impartial hearing. Should the District request the cancellation or re-scheduling of a hearing date and fail to provide an impartial hearing officer with two days notice, the District agrees to pay the impartial hearing officer a fee of $100. The District shall not be responsible for costs associated with a parent or guardian's cancellation or adjournment of a hearing.

A copy of this policy will be forwarded to the impartial hearing officer at the time of appointment.

Records relating to the IHO process including, but not limited to, the request for initiation and completion of each impartial hearing will be maintained by the District and such information will be reported to the Office of Vocational and Educational Services for Individuals with Disability of the New York State Education Department as required by the Commissioner's Regulations.

Ref: 8 NYCRR §§200.2(b)(9), (e)(1); 200.5(j); 200.21

Adopted: October 21, 2002
Revised: January 22, 2018

INSTRUCTIONAL SPACE FOR STUDENTS WITH DISABILITIES

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by district residents; and

2. Serving students with disabilities in settings with non-disabled peers, as well.

To ensure that adequate and appropriate space is available for special education classes provided by the District, as well as for programs provided by the Board of Cooperative Education Services (BOCES), the Board of Education will allocate an appropriate amount of space in district facilities to meet the needs of students in such programs.

It is the belief and practice of the Board of Education that students with disabilities, who may benefit from an integrated relationship with non-disabled peers, are to be enrolled in programs that allow opportunities for interaction with students who are non-disabled, to the maximum extent appropriate.

The Board of Education shall ensure the continual allocation of appropriate space within the School District is available to meet and operate its current and future special education programs as required for resident children with disabilities who do not receive a special education placement outside of the school district. In addition, the Board of Education shall ensure, to the degree that it has authority and responsibility, allocation of appropriate space is made available to meet the current and future special education program needs of resident students with disabilities who attend programs operated by BOCES. Through the Superintendent, the District also will share with the BOCES District Superintendent information relevant for the BOCES to determine the regional space needs for serving the District's resident students and preschool students with disabilities. The School District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan.

The Board of Education, when it reviews the recommendations of the Committee on Special Education, shall ensure that resident students will be housed in district schools or BOCES classes to be based in the School District. Both District and BOCES-operated classes will be situated in local schools in a manner which will encourage a least restrictive environment for children with disabilities.

As part of the process for ensuring the continual allocation of appropriate space for special education programs and services and serving students with disabilities, the Superintendent of Schools, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the School District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.

Instructional Space for Students with Handicapping Conditions (Continued)

2. Review the results of the School District's latest census, and other School District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.

3. Anticipate projected increases in the number of students and preschool students with disabilities the School District will be responsible for providing special education programs and services to, as well as the anticipated type of services they will be receiving and the settings in which those services will be provided.

Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future special education program needs. Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program.

Policy Adopted:
November 21, 1988

Policy Revised:
December 16, 1991

Policy Reviewed:
October 4, 1999

Policy Revised:
January 24, 2022

PRESCHOOL SPECIAL EDUCATION

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with handicapping conditions have the opportunity to participate in special programs and services from which they may benefit. Prior to July 1, 1991, the Board must ensure such opportunity only to the extent that an approved preschool program is available within a reasonable distance from the child care location. The Board authorizes the superintendent of schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

A. Locating and identifying all preschool children with handicapping conditions who reside in the district and are eligible to attend a preschool program in accordance with the relevant provisions of the Education Law during the next year. The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE).

B. Ensuring that the parents of preschool-age children with handicapping conditions have received and understand the request for consent for evaluation of their child.

C. Developing an individualized education program (IEP) for each preschool-age child with a handicapping condition.

D. Appointing and training appropriately qualified personnel including the members of a CPSE.

E. Maintaining lists of The State Education Department-approved preschool programs within the county and adjoining counties in which the district is located.

F. Reporting to The State Education Department the number of children with handicapping conditions that are being served, as well as those not served.

The Board of Education hereby establishes the CPSE as required under the Education Law. Its responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a handicapping condition. The CPSE shall review, at least annually, the status of each preschool child with a handicapping condition.

Preschool Special Education (Continued)

It is ultimately the responsibility of the Board to determine the appropriate approved preschool program and services for the district's children. Should the Board's determination differ from parent or guardian preference or the CPSE recommendations, it must set forth its reasons for reaching a different conclusion. Placement may be appealed by a parent or guardian to an impartial hearing officer appointed by the superintendent of schools.

The Board directs the superintendent of schools to ensure that the district considers that adequate and appropriate space is made available for such programs and services.

Policy Adopted:
May 21, 1990

Policy Revised:
December 16, 1991

Policy Reviewed:
October 4, 1999

Administrative Regulations

PRESCHOOL SPECIAL EDUCATION

I. The Committee on Preschool Education (CPSE)

The Board shall appoint a CPSE composed of:

1. An appropriate professional employed by the school district who shall serve as the chairperson of the committee.

2. A parent or guardian of a child with a handicapping condition who resides in the district and is enrolled in preschool or elementary level education; provided the parent is not employed by the district.

3. A professional who participated in the evaluation of the particular child.

4. An appropriately licensed or certified professional designated by the agency which is charged with the preschool child pursuant to Title I of the Public Law, if any.

The chief executive officer of the county in which the district is located also may appoint an appropriately licensed or certified professional to the committee.

The Board directs the superintendent of schools to ensure that all members of the CPSE are appropriately trained for their responsibilities on the CPSE.

II. Identifying and Evaluating Preschool Children with Handicapping Conditions

The district shall conduct a census in accordance with the Education Law to locate and identify all children with handicapping conditions who reside in the district and establish a register of such children who are eligible to attend a preschool program in accordance with Section 4410 of the Education Law. Such register shall be maintained and revised annually by the CPSE. Such census data shall be compiled and maintained in accordance with Section 200.2(a) of the Regulations of the Commissioner.

Upon the receipt of written notification that a preschool child is suspected of having a handicapping condition, the chairperson of the CPSE shall notify the child's parent(s) or guardian(s) that a referral has been made and request consent for the child's evaluation. Such notification shall be in the dominant language or dominant mode of communication of the parent(s).

Administrative Regulations (Continued)
Preschool Special Education (Continued)
II. Identifying and Evaluation Preschool Children with Handicapping Conditions (Continued)

The parent(s) or guardian(s) shall be provided with a list of approved evaluators within the county and adjoining counties. This evaluation shall include a physical examination and individual psychological examination, social history and other suitable examinations and evaluations as may be necessary to ascertain the physical, mental and emotional factors which contribute to the suspected handicapping condition. Upon the receipt of the parent(s)' or guardian(s)' consent to the evaluation, the evaluation will be arranged and conducted. The approved evaluator shall provide a report of the results of the evaluation, which shall include a detailed statement of the child's individualized educational needs, and if the child is determined to have a handicapping condition, a recommendation as to the frequency and duration of services and the manner in which the child can be provided with instruction in the least restrictive environment.

The evaluator shall submit recommendations to each member of the CPSE and to a person designated by the municipality in which the preschool child resides. Upon request of the parent, the evaluator will provide the parent(s) or guardian(s) with a copy of the statement and recommendation of the evaluator. If the parent(s) or guardian(s) disagrees with the evaluation, the parent(s) or guardian(s) may obtain an independent evaluation at public expense.

III. Determining the Appropriate Preschool Program

The CPSE shall then consider the evaluation and its recommendation to the Board. Prior to the committee meeting, the CPSE shall provide the parent with a copy of the summary portion of the evaluation, including the recommendations of the evaluator. Upon the parent(s)' or guardian(s)' request, the CPSE shall provide copies of all written documentation to be considered by the committee in the development of the preschool child's Phase I individualized education plan (IEP).

The committee must review all relevant information before making its decision. If it determines that the child is ineligible for special education, it must indicate the rationale behind such determination.

Administrative Regulations (Continued)
Preschool Special Education (Continued)
III. Determining the Appropriate Preschool Program (Continued)

Should the CPSE find that a child has a handicapping condition, it shall use the recommendation of the evaluator to develop a Phase I individualized educational program for the preschool child, with the participation of the child's teacher. The CPSE shall recommend appropriate services and programs based on the needs of the child as identified in the Phase I IEP. Such programs and services shall be selected from the list of approved preschool programs within the county and adjoining counties or the municipality's list of itinerant service providers. The CPSE shall notify the parent(s) or guardian(s) of the child and the Board in writing of its recommendation.

The Board shall select the appropriate services and program after consideration of the recommendation of the CPSE and any expressed preference of the parent(s) or guardian(s). The reason for its determinations shall be set forth in writing and furnished to the preschool child parent(s) or guardian(s) and the municipality in which the preschool child resides. Should the Board's determination differ from the recommendation of the CPSE or the parent, an explanation for not following either recommendation must be included in writing. The appropriate municipality, the program selected to provide services, the parent and Commissioner of Education shall be given written notice of the Board's determination.

Services of a program shall commence with the July, September or January starting date of the approved program. Should the recommendation of the CPSE be given thirty (30) days prior to, or after, such starting date of the program selected for the child, services shall be provided no later than thirty (30) days of the child's entry into the approved program the Phase II IEP's goals and objectives shall be developed in a meeting of the child's teacher and parent(s) or guardian(s). A representative of the district may attend such meeting. The CPSE shall review at least annually the status of each preschool child with a handicapping condition.

IV. Due Process Provisions

Should the parent(s) or guardian(s) of a preschool child disagree with the determination of the Board, or if the CPSE or the Board fails to make or to effectuate such a recommendation within the time periods set by the Commissioner, a request for an impartial hearing may be made pursuant to Section 4404 of Education Law.

Administrative Regulations (Continued)
Preschool Special Education (Continued)
IV. Due Process Provisions (Continued)

Until July 1, 1991, during the pendency of an appeal, unless the parent(s) or guardian(s) and Board otherwise agree, the child will remain in the current educational placement at the time the Board made the decision which is the subject of the appeal. If the child has not been previously served, the child may enter the Board recommended placement, if the parent(s) or guardian(s) consents. a preschool child who received services from an agency after having been placed by a family court during the previous year, may continue to receive services at the agency if it has been approved to provide preschool special education services appropriate for the child.

Regulation Adopted:
May 21, 1990

Regulation Revised:
December 16, 1991

CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS AND INDIVIDUALIZED EDUCATION SERVICES PROGRAMS

The Board of Education recognizes the importance of ensuring the confidentiality of personally identifiable data pertaining to a student with a disability. Personally identifiable data will not be disclosed by any School District employee or member of a CSE/CPSE to any person (other than the parent of such student), organization or agency unless the parent or guardian of the child provides written consent; there is a valid court order for such information; or disclosure is permitted by law. Personally identifiable data is defined in the policy on Student Records, 5500.

The Board of Education, while acknowledging the confidentiality requirement, believes that in order for each student with disabilities to receive the full benefit of his/her Individualized Education Program (IEP) and Individualized Education Services Program (IESP), individuals responsible for implementing the program or plan must, prior to the implementation, fully understand the scope of their responsibility and the specific accommodations, modifications and supports to be provided.

To this end, this policy establishes procedures to ensure that any person having both direct contact with a student with an IEP or IESP and a responsibility to provide a service, accommodation or program modification for the student in accordance with that student's IEP or IESP shall be informed of his/her responsibilities under the IEP, and shall receive or have access to a copy of the student's IEP or IESP as specified below.

I. IEP or IESP Copies

At a CSE, CSE Subcommittee or CPSE meeting for each student, a determination will be made as to which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on the student's IEP or IESP. "Other service provider" means a representative of another public school district, charter school, BOCES program, child care institution school, Special Act school district, State-supported school, approved private in-state or out-of-state school and an approved preschool provider where the student receives or will receive IEP or IESP services.

The CSE, CSE Subcommittee and CPSE Chairpersons shall ensure that a paper or electronic copy of each student's IEP or IESP is provided to each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for implementation of the program or plan. The individuals responsible for the implementation of a student's IEP shall be notified and trained on how to access such IEP electronically. These individuals responsible for implementing an IEP or IESP shall, in turn, ensure that all paraprofessionals (teacher aides and teaching assistants) and other providers responsible for assisting in implementation are aware of the service(s), accommodation(s), or program(s) in accordance with the student's IEP or IESP. If a student's IEP or IESP is revised during the school year, the School District will provide electronic access or copies of the IEP or IESP to teachers and service providers consistent with law, regulations and this policy.

Confidentiality and Access to Individualized Education Programs and Individualized Education Services Programs (Continued)

II. Notification of Responsibilities

In addition to disseminating copies of a student's IEP or IESP, CSE, CSE Subcommittee and CPSE Chairpersons must designate one or more professional employees of the School District with knowledge of the student's disability and program to inform each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional, and other provider and support staff person of his or her responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP or IESP. In selecting the professional staff person(s), the chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional, as appropriate.

III. Confidentiality

All copies of a student's IEP or IESP provided or made accessible under this policy must remain confidential, and shall not be redisclosed to any other person, except in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). To ensure such confidentiality, the CSE and CPSE Chairpersons shall include with each IEP or IESP copy provided or made accessible under this policy, a copy of the Confidentiality and Non-Disclosure Agreement. All IEP or IESP copies must remain in a secure location on school grounds at all times. If IEP copies are transmitted and/or provided electronically, security systems (e.g., password protect a file or folder) must be implemented to prevent unauthorized internal and external access to the student's IEP or IESP.

IV. Documentation

The designated professional employee(s) defined in section II above shall obtain the signature of each person covered by this policy, indicating that he or she:

1. has received either a copy of the student's IEP or IESP or the opportunity to review the IEP or IESP prior to its implementation, as required under state law and regulation;
2. has been informed of their responsibilities for implementation;
3. has knowledge of where the IEP or IESP is to be maintained; and
4. has an understanding of the confidentiality requirements.

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*
Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g; 34 CFR Part 99
Education Law §4402; 8 NYCRR §§200.2(b)(11); 200.4(e)(3); 200.16(e)(6)
Procedural Safeguards Notice

Policy Adopted:
December 9, 2002
Policy Revised:
November 20, 2017
Policy Revised:
June 27, 2022

PROVISION OF IEP AND/OR IESP TO TEACHERS AND SERVICE PROVIDERS

In order to more effectively carry out the district's responsibility to provide a free appropriate education to all eligible students with disabilities, it is the policy of the Board of Education of the Patchogue-Medford School District to provide regular and special education teachers, related service providers and other service providers with a copy of a student's Individualized Education Program (IEP) or Individualized Education Service Plan (IESP), in accordance with the requirements of subdivision 7 of Section 4402 of the New York State Education Law.

The District will ensure that each regular education teacher, special education teacher, related service provider, other service provider, supplementary school personnel, and other provider and support staff person has been informed, prior to the implementation of the IEP or IESP, of his/her responsibility to implement the recommendations on the student's IEP or IESP, including the specific accommodations, program modifications, and supports and/or services for the student.

The Assistant Superintendent of Special Education and Pupil Services will provide a statement explaining that the IEP or IESP is a confidential document, and that any copy of a student's IEP or IESP provided pursuant to this policy shall remain confidential and shall not be re-disclosed to any other person in compliance with federal and state laws and regulations, including the Individuals With Disabilities in Education (IDEA) and the Family Educational Rights and Privacy Act (FERPA).

In addition, the Committee on Special Education chairperson shall designate a professional employee of the school district with knowledge of the student's disability and education program who shall, prior to the implementation of the IEP or IESP, inform each teacher, related service provider, assistant, and support staff person of his or her responsibility relating to the implementation of the IEP or IESP and the specific accommodation, modifications, and supports that must be provided for the student in accordance with the IEP.

The employee charged with the duty to inform each teacher, related service provider, assistant, and support staff person of his or her responsibilities relating to the IEP or IESP shall also inform those individuals of the obligation to maintain the confidentiality of the IEP or IESP

Policy Adopted:
June 27, 2022

Ref:
34 CFR § 300.323(d)
Educ. Law § 4402(7)
8 NYCRR §§ 200.2(b)(10), 200.4(e)3), 200.16(f)(6)

Independent Educational Evaluations Policy

The Board of Education recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE).

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

The District has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate. If the hearing officer determines that the District's evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

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

Cross-ref: 4321, Programs for Students with Disabilities

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

Adopted:
June 27, 2022

INDEPENDENT EDUCATIONAL EVALUATIONS REGULATION

The Patchogue-Medford Union Free School District has established the following procedures for obtaining Independent Educational Evaluations (IEEs) for children with educational disabilities or children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education services.

Parents of disabled children have a right under Federal and State regulations to obtain an IEE at public expense when he or she disagrees with an evaluation already conducted by the District. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education §200.5(g). Additionally, 34 CFR §300.502 of the Federal Regulations specify requirements for IEEs.

The Patchogue-Medford Union Free School District has established reasonable reimbursement rates for independent educational evaluators with required credentials to complete assessments. Absent exceptional circumstances, the District will not pay more than the following rates:

EVALUATION TYPE	**REIMBURSED UP TO**
Audiology Examinations	$ 225
ADOS Evaluation	$ 500
Assistive Tech Evaluation	$ 1,400
Bilingual Educational Evaluation	$ 300
Bilingual Psychological Evaluation	$ 875
Bilingual Speech/Language Evaluation	$ 310
Central Auditory Processing Battery	$ 800
Educational Evaluation	$ 300
FBA/BIP	$ 1000
Neurological Evaluation	$700
Neuropsychological Evaluation	$ 3800
Occupational Therapy/Physical Therapy Evaluation	$ 200
Ophthalmological Examinations	$ 200
Psychiatric Evaluation	$1,500
Psycho-educational Evaluations	$ 825
Psychological evaluation	$ 625
Speech and Language Evaluation	$ 220

PROCEDURES TO REQUEST AN INDEPENDENT EDUCATIONAL EVALUATION

The first step to obtaining an IEE is for the parent(s) to submit a written request identifying which evaluation(s) conducted by the District the parent disagrees with. If the area of question or concern is one that has not thoroughly been investigated by the evaluation already completed, the District may request an opportunity to conduct additional evaluations prior to agreeing to an IEE. Should disagreement with evaluation results persist, the parent(s) may be granted an IEE. Upon receipt of a request for an IEE, the CSE Chairperson will forward an acknowledgement letter of the request to the parent(s) within ten (10) calendar days. The District has the right to approve payment for the requested IEE or initiate an Impartial Hearing to demonstrate that its evaluation is appropriate or, in the case of a parent seeking reimbursement for an evaluation already obtained, that the evaluation obtained by the parent or guardian does not meet school district criteria. If the hearing officer determines that the District's evaluation was appropriate or that the evaluation obtained by the parent did not meet District criteria, the parent or guardian has a right to obtain and submit an IEE to the CSE, but the District is not required to pay for it.

If an IEE is approved, the parent(s) may select any professional, in accordance with this regulation and the accompanying policy, to complete the evaluation provided that they have the appropriate license or certification credentials and that these are on file with the District. The CSE Chairperson will also provide a list of qualified professionals for IEEs to the parent(s) upon request, if available. All approved independent evaluators must possess a current license or certification from the New York State Education Department. Additionally, all evaluations performed must be norm-referenced for individual evaluation appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as District evaluations. Evaluators, to the extent practicable, shall be located in Suffolk County, New York, and any evaluations should take place in Suffolk County. IEEs which do not meet such criteria, are conducted by non-licensed or non-certified evaluators, or those whose credentials do not cover evaluation areas under consideration, will not be paid or reimbursed by the District.

Once approval for an IEE has been obtained and an appropriate evaluator has been selected, the parent(s) may contact the evaluator to begin the assessment process. Parents may provide the CSE Chairperson's contact information to the evaluator in order to arrange for observations in the classroom, staff interviews or other interaction with school staff as part of the evaluation procedure.

Should the costs of an evaluation provided exceed the allotments above or the amount approved as a result of exceptional circumstances, the responsibility for payment beyond the amounts listed belong solely the parent(s). A copy of the evaluation report must be received by the District prior to making payment to the evaluator. The bill for reimbursement should indicate a breakdown of costs (e.g., record review, client interview, test administration, scoring and interpretation and report writing). No payment can be issued without these items.

Independent Educational Evaluations Regulation (Continued)

LISTING OF QUALIFIED PROFESSIONALS

The Patchogue-Medford Union Free School District will permit the parent(s) to select any independent educational evaluator as long as the qualified professional selected by the parent is a certified and/or licensed evaluator in the area of inquiry. Evaluators, to the extent practicable, shall be located in Suffolk County, New York, and any evaluations should take place in Suffolk County. The District has a list of qualified professionals who are in private practice or are employees of other public agencies from which parents may secure an IEE. This list will be provided to a parent upon request. Evaluators on the qualified professional list already have their credentials on file with the District.

Regulations Adopted:
August 29, 2022
Regulations Revised:
August 26, 2024

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. The District will make every effort to place each student in the most appropriate learning level for a successful educational experience, by considering their academic, social and emotional development.

The District also provides a comprehensive assessment program, including local and state evaluations, standardized achievement testing programs, written and oral teacher-developed exams, and performance observations to continually monitor that students are meeting academic goals.

The District curriculum indicates goals for achievement by students at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression: **Early Identification/Intervention**

Classroom teachers are expected to make every effort, consistent with the School District's implementation of response to intervention (RTI), to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the Instructional Support Team (IST), or the Committee on Special Education for evaluation.

Academic Standards

Building Principals shall be responsible for developing written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Superintendent of Schools each year. Promotion/Retention At the elementary and middle school levels, students who make progress in all subjects are annually promoted to the next grade level, unless school personnel believe that grade level retention will be in the best interest of those students due to their educational achievement, age, ability and maturity levels, social needs, or environmental influences. In instances where retention is being considered, school personnel will apprise the student's parents and provide them with an explanation, although school administrators, in consultation with the Assistant Superintendent for Instruction, shall make the final decision. Generally, students who do not make satisfactory progress in one or more basic subjects - English, Math, Social Studies and Science shall be considered for retention. Students may be allowed to make progress in summer school, or be assigned to a different level, as an alternative to retention.

At the High School level, graduation shall be contingent upon the passing of all required subjects and the accumulation of the required number of credits as required by law.

Promotion and Retention of Students (Continued)

A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. Standardized test scores, including grades 3-8 Math and ELA assessments, will not be the sole or primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal, in consultation with the Assistant Superintendent for Instruction, shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

In order to inform parents/guardians about the District's approach to promotion and retention, this policy will be posted on the district website and included in student and/or parent handbooks.

Policy Adopted:
August 28, 1973

Policy Revised:
November 19, 1984

Policy Revised:
December 16, 1991

Policy Revised:
December 16, 1996

Policy Reviewed:
October 18, 1999

Policy Reviewed:
August 12, 2002

Policy Revised and Regulations Removed:
June 27, 2022

5123 Appendix A

OFFICE OF INSTRUCTIONAL SERVICES
PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6350

RETENTION RECOMMENDATION FORM

I. Background Information: Date of Application_____

Student's Name_____Date of Birth_____

School_____ Grade_____Teacher_____

Has the child ever been retained? No_____ Yes_____ In What Grade?_____

Has the child ever been recommended for retention? No___Yes___ What Grade?_____

Date of entrance in the Patchogue-Medford School District_____

Siblings:

School_____ Grade_____

School_____ Grade_____

School_____ Grade_____

Number of absences during this academic year_____Last Year_____

List any medical problems - vision, hearing, medications, etc._____

_____

II. Record of Testing:

Attach a copy of permanent record card showing three years' worth of the most recent national and state test results, where available.

Light's Retention Scale (attach completed form) Total Score _____

Report Card (attach most recent report card and comments)

Samples of student's work (writing, math, classwork - attach samples)

III. Academic History and Interventions:

Describe special instructional efforts during the past year to assist the child in overcoming demonstrated deficiencies or learning problems.

_____
_____

_____
_____

Is the child considered a behavior problem? Yes_____ No_____

Using supporting data, discuss in detail your reasons for recommending retention. Be sure to comment on physical, social and emotional development, as well as cognitive growth and development.

_____

_____

Summary of Interventions: (Indicate grade(s) services were rendered)

ESL_____ Remedial Reading_____ Remedial Math_____

Resource Room _____ Self-Contained_____ Other_____

Inclusion Class_____

IV. School/Home Contacts:

Did the parent or legal guardian agree to the decision to recommend retention?

Yes_____ No_____

Dates of parent/teacher conferences and contacts when retention was discussed.

_____

Parent Approves_____ Parent Does Not Approve_____

Date(s) of IST Meetings _____

_____ _____ _____ _____
Teacher's Signature Date Principal's Signature Date

Retention Approved _____ Retention Denied _____

_____ _____
Signature: Assistant Superintendent for Instruction Date

Revised 7/02
Revised 6/27/22

PHYSICAL EDUCATION GRADING

Physical education grades earned in Grades 9-12 beginning in 1997-98 will be used to calculate a student's grade point average and rank in class for the class of 1999, and thereafter.

Policy Adopted:
September 19, 1983

Policy Revised:
November 17, 1997

Policy Revised:
January 24, 2000

Policy Revised:
November 19, 2018

AVAILABILITY OF STUDENT RECORDS IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

(Related Policy #1111 - Public Access to School District Records)

The purpose of this policy is to ensure the availability of students' records to the parents of students under 18 years of age and to students 18 years of age or older and to ensure the confidentiality of records with respect to use by third parties. The procedures for ensuring these rights shall be consistent with state and federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA") and its related regulations. See, 20 U.S.C. 20 § 1232g *et seq.;* 20 U.S.C. § 7908; 34 C.F.R. § 99.

The Board also recognizes its legal responsibility to ensure the orderly retention and disposition of the District's student records in accordance with Schedule ED-1 as adopted by the Board of Education at its annual Re-Organization Meeting.

The District will use reasonable methods to provide access to student educational records only those authorized under the law and to authenticate the identity of the requestor. The District will document requests for and the release of records, and retain the documentation in accordance with the law.

The Superintendent of Schools shall be responsible for ensuring that all requirements under the law and the Commissioner's regulations are carried out by the District.

A. Annual Notification

At the beginning of each school year, the District will publish an annual notification that informs parents, guardians and (eligible) students (for the purposes of this policy an eligible student is 18 years of age or older) currently in attendance of their rights under FERPA and the procedures for exercising those rights. This annual notice may be published in a newspaper, handbook or other school bulletin or by any other publication means that is reasonably likely to inform. This notice will also be provided to parents, guardians, and students who enroll during the school year.

The notice will include a statement that the parent/guardian or student has a right to:

1. inspect and review the student's education records; the District must comply with the request within forty-five (45) days after receipt of the request;

2. request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy rights;

3. consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and the No Child Left Behind Act authorizes disclosure without consent; and

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Annual Notification (Continued)

4. file a complaint with the United States Department of Education alleging failure of the District to comply with FERPA and its regulations.

In addition, the annual notice will inform parents/guardians and eligible students:

1. That it is the District's policy to disclose personally identifiable information from student records, without consent, to other school officials within the District whom the District has determined to have legitimate educational interests.

   For purposes of this policy, a school official is a person employed by the District as an administrator supervisor, instructor, support staff member, or volunteer (including health or medical staff and law enforcement unit personnel; a member of the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review a student record in order to fulfill his or her professional responsibilities.

   For the purposes of this policy, personally identifiable information is information that may allow a reasonable community member who lacks personal knowledge of the records request, to identify a student with reasonable certainty. Personally identifying includes, but is not limited to: student's name, name of student's parents and family members, address of student or student's parents, a social security number, student identification number, mother's maiden name, student's date of birth, and place of birth.
2. That, upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
3. That, upon request, the District will disclose a high school student's name, address and telephone number to military recruiters and institutions of higher learning **unless** the parents or secondary student exercise their right to prohibit release of the information without prior written consent,
4. Of the procedure for exercising the right to inspect, review and request amendment of student records.
5. That, upon request, the District will disclose "directory information."

The District will provide translations of this notice, where necessary, to parents, guardians and eligible students in their native language or dominant mode of communication.

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Annual Notification (Continued)

The District will not charge parents/guardians/eligible student to search or retrieve the records; the District may charge a fee to copy the records as long as the fee does not prevent inspection and review of the educational records.

In the absence of the parent or secondary school student exercising their right to "opt out" of the release of information to the military, the District is required to, under federal law, release the information indicated in number 3 above.

Also, if the school discloses information to "school officials," the annual notice must specify the criteria for determining who is a school official and what constitutes a legitimate educational interest.

B. Directory Information

The District has the option under FERPA to designate certain categories of student information as "directory information." "Directory information" includes, but is not limited to: a student's name, address, telephone number, date and place of birth, major course of study, participation in school activities or sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, most recent school attended, grade level, photograph, video, and e-mail address.

Social security numbers, student identification numbers or other personally identifiable information will not be considered directory information. A Student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems may only be considered discretionary information only if the identifier cannot be used to gain access to education records except when used with one or more factors to authenticate the user's identity (i.e. a personal identification number (PIN), password or other information known or possessed only by the authorized user). Also, a student ID number or other unique personal identifier that is displayed on a student ID badge is not directory information unless the identifier cannot be used to gain access to education records unless used with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Once the proper FERPA notification is given by the District, a parent/guardian or eligible student will have 14 days to notify the District of any objections they have to any of the "directory information" designations by completing and forwarding a written "opt-out" form to the District. If no objection is received, the District may release this information without prior approval/consent of the parent/guardian or eligible student for the release. Once the eligible student or parent/guardian provides "opts-out," it will remain in effect after the student is no longer enrolled in the school district. (See annexed "Opt-out" Reservation Form)

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Directory Information (Continued)

In accordance with Education Law § 2-d(5)(b)(1) and Section 121.5 of the Regulations of the Commissioner of Education, disclosure of personally identifiable information from the student records of the District, including directory information, to individuals or entities other than the parent/guardian or eligible student or which is not otherwise permitted by applicable consent or provision of Education Law § 2-d, shall be predicated upon a determination that the proposed use would benefit students and the District (e.g., improve academic achievement, empower parents and students with information, and/or advance efficient and effective school operations).

The district may elect to provide a single notice regarding both directory information and information disclosed to military recruiters.

C. Access to Records

It is hereby an established policy of the Board of Education, Patchogue-Medford Union Free School District, that parents of a student or a student 18 years of age or older, have a right to inspect and review official records, files and data specifically related to their student alone, including all material that is a part of that student's cumulative record folder, and intended for school use. In addition, information that is to be made available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations and verified reports of serious or recurrent behavior patterns shall be made available pursuant to the disclosure requirements of the Family Educational Records Privacy Act of 1974 and related regulations.

Requests for records under this policy shall be made available within ten (10) days of the receipt of the formal request for such records.

D. Review of Records

Further, parents or students 18 years of age or older shall have an opportunity for a hearing to challenge the content of school records, to insure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student and to provide an opportunity for the correction or deletion of inaccurate, misleading or otherwise inappropriate data contained therein.

A request for a hearing shall comply with the following steps:

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Review of Records (Continued)

Step I - A parent or a qualified student shall present to the school principal a written statement/request specifying the precise reason for the challenge to the record.

Step II – The principal provides a written response indicating a finding in favor of the challenge and an official action to be taken or the principal finds no basis for correcting or deleting the record in question. The parent or student will be given an opportunity for a meeting with the principal after receiving the written response. The principal shall provide this written response within a reasonable time after its receipt.

Step III - If the superintendent of schools decides the record is correct, the superintendent will prepare a letter to the requester which will include:

1. The school district's decision that the record is correct and the basis for the decision.

2. A notice, to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing.

3. Instructions for the requester to contact the superintendent, or an official designee, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. The district will not be bound by the requester's positions on these items but arrange the hearing as the requester wishes.

4. Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

After requester has acknowledged in writing the advice of the superintendent of schools concerning the hearing process, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer. The requester must be given reasonable advanced notice of the hearing date.

At the hearing, the hearing officer will provide the requester a full and fair opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requesters written request for a change in the record (second level).

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Review of Records (Continued)

Within one (1) week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit a recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The Superintendent of schools will prepare the district's decision within two (2) weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. As a result of the district's decision, if the school decides that the subject record is inaccurate, misleading, or otherwise in violation of the privacy rights of student, the school must amend the record.

However, if the school decides the information is accurate, not misleading or not a privacy violation, the school must allow the requestor to place a statement (which discusses the reasons the requester disagrees with the school district's decision and/or the reasons the requester believes the record is incorrect. The requestor's statement must be maintained with the record and must be disclosed whenever the record is disclosed. Additionally, the school may prepare a written notice to the requester which will include:

1. The school district's decision that the record is correct and will not be changed.

2. A copy of the written summary of the hearing officer together with any exhibits attached thereto of the evidence presented at the hearing and a written statement of the reasons for the district's decision.

3. Advice that the requester may place in the student's education record an explanatory statement

E. Confidentiality of Students Records

Student records, which are personally identifiable, are confidential and are not to be released or made available to a person other than a parent or a student without the written consent of the parent or the student as dictated by the Family Educational Records and Privacy Act and related federal regulations. An exception to this rule is that records may be made available without written consent when the records are provided:

1. To other school officials, including teachers, within the educational institution or local educational agency who have legitimate educational interests.

2. To officials of another school in which the student intends to enroll, if the parents or student are notified of the transfer of records or request in writing the transfer of records.

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Confidentiality of Student Records (Continued)

3. To authorized representatives of federal and state agencies for the purpose of the audit and evaluation of federally-supported programs or in connection with the enforcement of state or federal requirements.

4. In connection with a student's application for or receipt of financial aid.

5. To persons or agencies pursuant to court orders of subpoenas.

6. To appropriate officials in case of health and safety emergencies

7. To State and local authorities, within a juvenile justice system, pursuant to specific State law

8. To organizations conducting certain studies "for or on behalf of the school "under certain conditions that include lack of ability of others to identify students and parents

9. To accrediting organizations

10. For disclosure concerns students who are required to register as sex offenders

11. To a caseworker or representative of a state or local child welfare agency, or tribal organization that is legally responsible for the student's placement and care without parental consent.

12. Under court order without notifying the parent if the parent is involved in a court proceeding regarding child abuse and neglect or child dependency and the court order is issued as a result of those proceedings.

13. To provide information that the District has deemed directory information.

14. Third-party contractors that signed the parents' bill of rights and have their data protection and privacy policy that is approved by the District.

Where a record or personally-identifiable information is to be released to other third parties not mentioned in the foregoing, a written consent is required specifying the record to be released, the reasons for such release and the person or persons to whom they are to be released. Such records or information may be released to a third party only on condition that they will not further release them without consent.

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Confidentiality of Student Records (Continued)

All persons other than school district professional staff desiring access to records, including federal or state authorities not mentioned above, shall be required to sign a written form to be kept with the student's file for future reference. The form shall indicate the legitimate reasons for the inspection of records. No form is required with respect to the legitimate use of the records by the school employees.

OTHER DISCLOSURES

FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in
§99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in
§99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)
Other Disclosures (Continued)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)

- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

F. Written Requests

A written request submitted on an official record access form is to be directed to the principal of the building in which the student is enrolled. The record access form is available and may be obtained upon request at the office of the District Clerk or in each principal's office located in each school of the district.

Policy Adopted:
February 25, 1975
Policy Revised:
October 21, 1985
Policy Revised:
December 16, 1991
Policy Reviewed:
November 8, 1999

Availability of Student Records in Accordance with "Family Educational Rights and Privacy Act of 1974" (Continued)

Policy Reviewed:
September 10, 2013
Policy Revised:
December 16, 2013
Policy Revised:
May 20, 2019
Policy Revised:
June 29, 2020
Policy Revised:
March 21, 2022

Notification to be Provided to All Families Annually and Upon Registration in the District

(ON LETTERHEAD)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Patchogue-Medford School District receives a request for access.

   Parents or eligible students should submit to the school principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the district to amend a record should write the school principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another

Notification to be Provided to All Families Annually and Upon Registration in the District (Continued)

school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of
Education 400
Maryland Avenue, SW
Washington, DC 20202

Under the law, the Patchogue-Medford School Union-Free District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Patchogue-Medford School District to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to:

1 A playbill, with your student's role in a drama production;
1 The annual yearbook;
1 Honor roll or other recognition/awards lists;
1 Graduation programs and/or ceremonies; and
1 Athletic activity sheets, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The Patchogue-Medford School District has designated the following information as directory information:

- Student's name
- Address
- Telephone Listing
- Electronic Mail Address
- Photograph
- Video
- Date and Place of Birth
- Major Field of Study

Notification to be Provided to All Families Annually and Upon Registration in the District (Continued)

- Dates of Attendance
- Grade Level
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Sports Teams
- Degrees, Honor, and Awards Received
- The Most Recent Educational Agency or Institution Attended
- Student ID number, user Id, or Other Unique Personal Identifier used to Communicate in Electronic Systems which cannot be used to Access Educational Records without a PIN, Password, etc. (A student's SSN cannot be used, in whole or part, for this purpose)

In addition, two federal laws, Section 9528 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. §7908) amended by the *No Child Left Behind Act of 2001,* and 10 U.S.C. §503 as amended by §544 of the *National Defense Authorization Act for Fiscal Year 2002,* require local educational agencies ("LEAs") that receive ESEA assistance to provide military recruiters, upon request, with the following information: students' names, addresses and telephone listings. The LEA must provide this information unless parents/guardians or students have advised the LEA that they do not want the student's information disclosed without their prior written consent.

If you do not want the Patchogue-Medford School Union Free, School District to disclose directory information from your student's education records without your prior written consent, you must notify the District in writing by **DATE CERTAIN**.

The Reservation of Consent Form is included as the next page of this document.

Please contact the Office of the District Clerk, at (631)687-6370, with any questions you may have.

Please see copy of the District's FERPA policy (available on District's website) for more information.

You may also refer to the Federal Government's Family Policy Compliance Office website at http://www2.ed.gov/policy/gen/guid/fpco/index.html.

Reservation of Consent Form

FAMILY EDUCATION RIGHTS & PRIVACY ACT STUDENT RECORD RELEASE FORM

September YEAR

I am in receipt of the notification from the Patchogue-Medford School District regarding the release of student "directory" information, as outlined in the letter on the front of this document under the Family Educational Rights and Privacy Act (FERPA). I further understand that this Reservation of Consent will need to be renewed annually. **Please do not release this information without prior written parental/guardian or (eligible) student's consent.**

Name of Student: _____

School which the Student Attends: _____

Student Home Address: _____

_____

Please check those items to which this reservation applies:

___ Student's name
___ Address
___ Telephone Listing
___ Electronic Mail Address
___ Photograph
___ Video
___ Date and Place of Birth
___ Major Field of Study
___ Dates of Attendance
___ Grade Level
___ Participation in Officially Recognized Activities and Sports
___ Weight and Height of Members of Athletic Teams
___ Degrees, Honor, and Awards Received
___ The Most Recent Educational Agency or Institution Attended

Reservation of Consent Form (Continued)

___ Student ID number, user Id, or Other Unique Personal Identifier used to Communicate in Electronic Systems which cannot be used to Access Educational Records without a PIN, Password, etc. (A student's SSN cannot be used, in whole or part, for this purpose)

Signature of Parent/Guardian: _____

Printed Name of Parent/Guardian: _____

Signature of Student (if over the age of 18 years): _____

Printed Name of Student: _____

Date: _____

PLEASE RETURN THIS FORM TO YOUR CHILD'S BUILDING PRINCIPAL NO LATER THAN
DATE CERTAIN

REPORTING STUDENT DISCIPLINE TO COLLEGES AND UNIVERSITIES

Student discipline in the Patchogue-Medford Schools is predicated on the fact that learning takes place best in a safe and orderly environment. On those occasions that school rules are violated, the school administration acts in a manner which, in accordance with the district's Code of Conduct, balances the needs of the learning community and those of the individual.

During the college search and application process the District does not proactively inform colleges of the discipline records of students; however the Common Application, as well as those colleges and universities that do not subscribe to the Common Application, are explicitly asking students, as part of the application, whether or not they have been found responsible for a disciplinary violation at an educational institution they have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in probation, suspension, removal, dismissal, or expulsion from the institution.

The District encourages students to answer this question honestly and openly. On the occasion when an institution contacts the District to inquire about a disciplinary infraction we require written permission from the student, and if the student is under the age of eighteen years, the student's parent or legal guardian, before we will discuss the student's disciplinary record. The form which must be completed is attached.

In the case of criminal convictions or pending criminal actions pertaining to students, these are a matter of public record and, while the District does comply with all properly executed legal and court requests, full knowledge of the circumstances does not reside with the District and, therefore, the District will not respond to inquiries regarding these matters.

Adopted:
January 27, 2014

Patchogue-Medford High School
Counseling Department
181 Buffalo Avenue
Medford, New York 11763

Authorization to Release Student Discipline History to Colleges and Universities

I, _____, hereby authorize the Patchogue-Medford School
Name of Parent or Adult Student

District to release the Discipline Record(s) of _____ to Colleges and
Name of Student

Universities making such a request as part of the application process for entry.

I understand that I have the right to review these records and that the information released will not be subject to redaction, except in the case of the names of other students who may be named in the record.

I (check one) _____ DO OR _____ DO NOT wish to receive a copy of the Disciplinary Record(s) disclosed pursuant to this authorization. If checked, the Discipline Record(s) disclosed should be sent to me at the following address:

Street Address or P.O. Box: _____

City, State, Zip Code: _____

_____
Signature of Parent/Guardian or Adult Student

_____
Printed Name

_____
Signature of Student (if not Adult)

Date: _____

Witness: _____

SENIOR HIGH SCHOOL DIPLOMAS AND CREDENTIALS

The Board of Education will determine the graduation requirements of the Patchogue-Medford School District in accordance with the Regulations of the Commissioner of Education. In order to graduate from the school district, a student must complete or may exceed the requirements set forth in Part 100 of the Commissioner's regulations. The Board of Education reserves the right to establish requirements for graduation which exceed the minimum standards as defined by the New York State Regents. Students who have met one of the following requirements shall be permitted to participate in graduation ceremonies as set forth herein:

1. Regents Diploma
2. Regents Diploma with Honors
3. Regents Diploma with Advanced Designation
4. Regents Diploma with Advanced Designation with Honors
5. Regents Diploma with Advanced Designation with a Mastery Annotation of Science and/or Mathematics
6. Local Diploma
7. Career Development and Occupational Studies (CDOS) Commencement Credential
8. Skills and Achievement Commencement Credential
9. Regents, Regents with Advanced Designation (with or without honors) with a Seal of Biliteracy
10. Regents, Regents w/Advanced Designation (with or without honors) with a Career and Technological Education Endorsement.

The Superintendent of Schools, or his/her designee, will develop regulations setting forth the diploma requirements. Such regulations shall be approved by the Board of Education and shall be provided to students and parents each year once a student reaches the eighth grade. Participation in graduation exercises will be predicated on satisfactory completion of all graduation requirements.

The Board of Education recognizes the right of a student to participate in his/her high school graduation ceremony providing that the student has met all academic requirements required by the State for a diploma. Notwithstanding the foregoing, in the event a student has violated the school district's Code of Conduct, the superintendent of schools or his/her designee reserves the right to deny a student's participation in the high school graduation ceremony.

A student who has not met all of the graduation requirements for a diploma by the time of graduation due to either extenuating or extraordinary circumstances may request permission to participate by making an appeal to the superintendent of schools or his/her designee, provided they are capable of completing all necessary requirements during the immediate subsequent summer school session. A determination will be made by the superintendent of schools or his/her designee concerning participation in graduation by considering the circumstances, and that decision shall be final. This policy shall not be construed to limit the authority of the administration to bar students from the graduation ceremony as a result of disciplinary action.

Senior High School Diplomas and Credentials (Continued)

Cross-ref: 4773, Diploma and Credential Options for Students with Disabilities
5123, Promotion and Retention of Students
5127.4, Criteria for Grade Level Designation
5130, Academic Intervention Services
6164.7, Programs for English Language Learners
6173, Home Instruction
Code of Conduct

Ref: 8 NYRCRR §§ 100.1; 100.5; 100.6; 100.7

Policy Adopted:
September 16, 1975
Policy Revised:
March 15, 1976
Policy Revised:
November 15, 1976
Policy Revised:
May 21, 1984
Policy Revised:
July 14, 1986
Policy Revised:
October 19, 1987
Policy Revised:
January 27, 1992
Policy Revised:
August 21, 1995
Policy Revised:
November 17, 1997
Policy Revised:
January 13, 2004
Policy Revised:
March 7, 2005
Policy Revised:
September 26, 2005
Policy Revised:
September 17, 2007
Policy Revised:
August 24, 2015
Policy Revised:
August 28, 2017
Policy Revised:
May 23, 2022

REGULATIONS FOR SELECTION OF VALEDICTORIAN, SALUTATORIAN AND CLASS ESSAYIST

The high school principal will award the title of valedictorian, salutatorian and class essayist to students who earn this distinction and who are members of a June graduating class at the Patchogue-Medford High School. The valedictorian will be the student whose cumulative class rank average is highest when the marks of academic courses are computed. The salutatorian will be the student with the second highest average. The class essayist will be the student with the third highest average.

Student Eligibility
Subsection 5127.1a

To be eligible for selection as valedictorian, salutatorian or class essayist, a student must:

A. Attend Patchogue-Medford High School for six (6) full semesters in Grades 9 through the completion of the third marking quarter of Grade 12. Students enrolled for one (1) or two (2) semesters in schools or programs which are disqualified will have their averages computed by using marks earned in qualifying subjects and courses.

B. Be enrolled as a full-time student at Patchogue-Medford High School at the time of graduation.

Qualifying Course of Study
Subsection 5127.1b

To select the candidate for valedictorian, salutatorian and class essayist, the following criteria will be applied as a standard for courses of study which lead to a final mark:

A. The course of study must be taken beginning in Grade 9 and extending through the third marking period of Grade 12. Courses which are approved by the Board of Education to satisfy the high school diploma requirement and which are taken by students enrolled in a grade lower than Grade 9 will qualify.

B. Courses of study will qualify if they are earned in:

1. New York State secondary schools registered by the Commissioner of Education.

2. Secondary schools located in the fifty (50) states and the District of Columbia registered by the State Superintendent of Education or the City Superintendent of Schools.

3. United States government schools located in the United States, its possessions or in foreign countries which are registered with the United States Department of Education.

Regulations for Selection of Valedictorian, Salutatorian and Class Essayist (Continued)

Disqualifying Courses or Schools
Subsection 5127.1c

The high school principal may not use marks in computing averages to select the valedictorian, salutatorian or class essayist for the following course credits:

A. Earned in schools under the jurisdiction of a foreign government or a foreign private interest.

B. Earned in a school located in a foreign nation under the jurisdiction of an American private interest.

C. Earned in summer sessions other than those conducted by the Patchogue-Medford School District.

D. Earned at the post-high school level.

Honorary Levels of Distinction
Subsection 5127.1d

The Patchogue-Medford Union Free School District strives to empower all students to succeed in the 21st Century. The District encourages students to undertake a diverse and appropriate academic program that aligns with their chosen pathway option. Students should select challenging and rigorous courses of interest without the concern of the impact these courses will have on their Grade Point Average (GPA).

The District encourages the personal and educational growth of all students. The level of course work is indicated on a student's transcript and is considered to be a more accurate predictor of future success in college and career than class rank. The District encourages students to augment their academic transcript by enrolling in honors, advanced placement courses, career and technical education course or any other higher-level course work available in the Program of Studies.

The Superintendent of Schools will issue administrative regulations prescribing the weighting of earned marks. The weighting system will differentiate mark value for honors, advance placement courses, courses with college articulations, and Regents level courses when determining cumulative averages for honorary levels of distinction. The District will calculate and provide both weighted and unweighted grade point averages. The weighted grade point average, at the end of the third quarter of senior year, will be used in identifying honorary levels of distinction. If necessary, the guidance department will be able to provide specific academic standing information request for college admission and scholarship criteria.

Levels of Honorary Distinction

Summa Cum Laude- students with a GPA between 4.0 - 3.8
Magna Cum laude- students with a weighted GPA between 3.7- 3.6
Cum Laude- students with a weighted GPA of 3.5

Regulations for Selection of Valedictorian, Salutatorian and Class Essayist (Continued)

When calculating the final GPA for Honorary Distinction, will take the numerical average and convert to a GPA (refer to policy 5132 for conversions). For purposes of converting a numerical grade to a GPA, the District will use the hundredths place for rounding purposes. For example, a numerical average of 93.6095 will round to a 94 while a numerical average of 93.456 will round to a 93.

This Honorary Levels of Distinction policy will become effective with the graduating class of 2026 in place of the existing.

Policy Adopted:
March 16, 1981
Policy Revised:
September 19, 1983
Policy Revised:
December 16, 1991
Policy Revised:
March 17, 1997
Policy Reviewed:
November 8, 1999
Policy Revised:
January 23, 2012
Policy Revised:
May 23, 2022
Policy Revised:
August 29, 2022

Administrative Regulations

CLASS RANK

The following regulations are written in accordance with school Board of Education Policy No. 5127.1

1. Certification of Class Rank:

   The high school principal will certify to the superintendent of schools the class rank of each enrolled student in Grades 10, 11 and 12. Class ranking statements shall include the name and student attendance number for each student listed. The deadlines for filing are:

   Grade 10 - September 1
   Grade 11 - September 1
   Grade 12 – April 30

2. Inclusion of Courses:

   All courses of study will be included in the averaging of grades to achieve a class rank listing, except those courses which are explicitly excluded by Board of Education Policy No. 5127.1. In addition, the following activities will be excluded from class rank calculations:

   A. Credits earned for community or school service work.

   B. Credits earned for work study programs.

   C. Credits earned in adult education programs (e.g. driver education).

   D. Any approved remedial course designed to help students meet minimum competency requirements.

   E. Earned from a Regents examination which a student may be permitted to take without enrolling in a duly-recognized course of study.

   F. Earned from independent study courses beginning in September 2012.

3. Determination of Final Marks:

   For purposes of determining class rank, only a final course mark will be used for courses taken in Grade 8 which satisfy the high school diploma requirement, as well as those taken in Grades 9, 10 and 11. For seniors a final course mark will be used for semester courses and quarterly grades for full-year courses.

Administrative Regulations - Class Rank (Continued)

4. Weighting of Earned Marks:

Because the degree of difficulty varies, a system of weighting the final course marks, when calculating class rank, will be constructed as follows:

A. Advanced placement courses - 1.10.

B. All courses with a college articulation agreement – 1.10

C. Honors - 1.05.

D. All upper-level music courses (Wind Ensemble, String Ensemble and Choral Ensemble) – 1.05

E. Regents courses - 1.00.

The high school principal will determine which weighting category applies to courses taken at schools other than Patchogue-Medford High School which qualify for inclusion under Board of Education Policy No. 5127.1.

The effects of withdrawals on class rank will be in accordance with the following:

- "Withdrawal" (WD) will have no effect.
- "Withdrawal Failing" (WF) (will be recorded as a 50 as the grade for the class.

Regulations Adopted:
December 1981
Regulations Revised:
December 16, 1991
Regulations Revised:
March 17, 1997
Regulations Revised:
January 23, 2012
Regulations Revised:
May 23, 2022
Regulations Reviewed:
August 29, 2022

REGULATIONS REGARDING THE DISPLAY OF PLAQUES, TROPHIES AND MEMORIALS

"The presentation of a plaque, trophy or memorial (hereafter called an "award") to any particular school or department shall be considered as a gifted to the school district. Prior to the display of such an award, it must be accepted by formal resolution of the Board of Education, acknowledged by an inclusion of a notation in the official minutes of the school board, and further acknowledged by a letter of acceptance to the donor. Once an award has been displayed in a particular school location, it shall be properly identified and thereafter considered property of the school district. The award, once accepted by the school district, should be listed in appropriate inventories. The location of the award to be displayed in a school building, shall be at the sole discretion of the Board of Education which shall base its decision upon the recommendation of the superintendent or his designee. If the award has school-wide application, it shall be displayed in an entrance lobby or other suitable general area of congregation. If the award has application to a particular subject matter, activity or department, it shall be displayed in an area of the building most commonly used by the department or the activity. Awards presented to the district which have district-wide application shall be mounted and displayed in either the administration building or the senior high school whichever seems more appropriate. From time to time, it may become necessary to move the location of awards within buildings and in such instances, the superintendent will make a recommendation to the Board of Education. All awards, once they have become the property of the school district, shall be maintained by the school district, and the school district reserves the exclusive right to alter the appearance, make repairs and to maintain the general condition of the award."

The above applies to fixtures of permanent value and such things as scrolls, art objects and other types of displays are not intended to be included in the above regulations.

Policy Reviewed:
December 20, 1973

Policy Adopted:
January 15, 1974

Policy Revised:
December 16, 1991

Policy Reviewed:
November 8, 1999

SCHOLARSHIPS AND AWARDS

1. A post-high school education scholarship shall have a minimum value of $500 if it is to be awarded to a graduate at the official commencement program or at an official awards ceremony conducted by the high school faculty.

2. If an award represents a cash gift, it shall have a minimum value of $250.

3. No scholarship or award shall be made a commencement program or at an awards assembly which is exclusive in nature. By exclusivity it is meant that the scholarship or award is granted on the basis of sex, age, race, color, religion, national origin, marital status, military status or handicaps.

4. From time to time, the school administration may be asked to assist in the selection of potential candidates for a scholarship or an award to be presented to a student in a forum other than an official school activity which may have an exclusive interest for sex, age, race, color, religion, national origin, marital status, military status or handicaps. In such instances, the school administration shall be restricted to the distribution of materials or applications. The school administration shall not become involved, nor shall any member of the staff become involved in the actual selection of students, nor shall administrators allow school records to be used by an outside organization for the purpose of selecting students for an award of this type.

5. The following shall be considered an official list of scholarships to be given to graduating seniors. Additional scholarships must be approved by the Board of Education at the time a donor offers the scholarship.

6. The following shall be known as an official list of awards to be given to high school seniors at either a senior awards banquet or a graduation. Additional awards may be added to the list by resolution of the Board of Education upon the recommendation of the superintendent of schools.

Policy Reviewed: December 20, 1973
Policy Adopted: January 15, 1974
Policy Revised: May 20, 1985
Policy Revised: September 21, 1987
Policy Revised: December 16, 1991
Policy Revised: November 22, 1999
Policy Updated: October 5, 2000

Scholarships and Awards (Continued)

REGULATIONS REGARDING THE AWARDING OF SCHOLARSHIPS AND AWARDS

Section 4. Scholarships - 1974

1. Kiwanis Club Scholarship (Ed Tuton Memorial Scholarship)**
2. Lions Club Scholarship
3. Island State Bank Scholarship*
4. Marine Midland Tinker National Bank Scholarship*
5. Bankers Trust of Suffolk English Scholarship*
6. Patchogue-Medford Office Staff Association Scholarship
7. Patchogue-Medford Congress of Teachers Scholarship (John Ambrose Memorial Scholarship)**
8. John Barrie Memorial Scholarship*
9. R. Ford Hughes Memorial Scholarship*
10. Collette Stevenson MacDonald Memorial Scholarship*
11. Eagle PTA Scholarship
12. River PTA Scholarship
13. Rotary Club Scholarship*
14. Patchogue-Medford High School Custodian Scholarship*
15. Women's Club of Patchogue Nursing Scholarship*
16. PTA Council Scholarship*
17. Patchogue Van Guard Scholarship*
18. PTA Combined Scholarship*
19. Sal Shortino Memorial Scholarship

Scholarships - 1975

20. Maurice L. Irons Memorial Scholarship*
21. Patchogue-Medford Administrators Association Scholarship
22. Patchogue Rotary Club Scholarship (additional scholarship - one time only)*
23. Mary Jean Devereaux Memorial/Tremont PTA Scholarship**
24. Bayside Federal Savings and Loan Association Scholarship*
25. Medford PTA Scholarship*
26. True Value Hardware Scholarship*
27. Patchogue-Medford High School Anchor Club Scholarship*
28. Patchogue-Medford High School Mothers Club Music Scholarship*
29. Patchogue-Medford High School Mothers Club Athletic Scholarship*

Scholarships - 1976

30. Patchogue-Medford High School Mothers Club Scholarship*
31. Martin Greenfield Associates, Inc. Scholarship*
32. McPeak's Adult Home Scholarship*
33. Canaan Elementary School PTA Scholarship**
34. Class of 1940 Drama Scholarship*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 4 (Continued)

Scholarships 1977

35. Charles J. Williams Trust Scholarship*
36. Dawn Pink Memorial Scholarship*
37. Maureen Quinn-William Sawyers Memorial Scholarship*

Scholarships - 1979

38. Oregon Music Parents Association
39. Edward M. Mitchell Memorial Scholarship*
40. Frank P. Frascogna Memorial Scholarship*
41. Patchogue-Medford High School Leo Club Scholarship*
42. Barton Parent Teachers Association Scholarship

Scholarships - 1980

43. Canaan Elementary PTA Scholarship**
44. John A. Ambrose Memorial Scholarship (formerly PMCT Scholarship)
45. Roger Bonati Memorial Scholarship*

Scholarships - 1981

46. Al Ravera Class of 1983 Scholarship*
47. South Ocean Avenue Organization of Parents and Teachers Scholarship*
48. Ben Tabatchnik Memorial Scholarship*

Scholarships 1982

49. Patchogue-Medford Custodial Scholarship*
50. B.P.O. Elks C. John Wolfarth Scholarship*
51. The Jack Ficco Memorial Soccer Scholarship
52. John A. Prudenti Lodge #2442 Scholarship*
53. Patchogue-Medford High School Music Scholarship
54. Tony Palermo Memorial Scholarship*
55. Michael E. Reilly Memorial Scholarship
56. Medford Youth Athletic Association Scholarship*

Scholarships 1983

57. Patchogue Girl Scouts, Service Unit 049 Scholarship
58. Rotary Club of Patchogue Scholarship/Robert A. Sheridan**
59. Queen Anne Chapter - Professional Secretaries International Scholarship*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 4 (Continued)
Scholarship - 1983 (Continued)

60. Business and Professional Women's Club of Brookhaven Scholarship*
61. Marc Perry Memorial Scholarship*
62. Saxton Middle School PTA Scholarship
63. Thelma N. Temple Scholarship
64. TEMPO (The Enlightened Music Parents Organization) Scholarship

Scholarship - 1984

65. Class of 1983 Scholarship*
66. Steuben Society of Medford Scholarship*
67. Pollock-Tudor Scholarship for the Dramatic Arts*
68. Elaine Phipps Scholarship*
69. Lillian Boles Memorial Scholarship*
70. Clarence "Chub" Coleman Memorial Scholarship*
71. Long Island Benevolent Fund Scholarship*

Scholarships - 1985

72. Medford Taxpayers and Civic Association Margaret Hinkel Scholarship*
73. Class of 1984 Scholarship*
74. Harr J. Rose Scholarship*
75. Tremont PTA Scholarship/Mary Jean Devereaux Memorial Scholarship**
76. Patchogue-Medford Council of Administrators Scholarship
77. Friends of the Arts in Patchogue-Medford Schools Scholarship*
78. Kiwanis Club Ed Tuton Scholarship (formerly known as Kiwanis Club of Patchogue Scholarship)
79. Eagle PTA Scholarship**

Scholarships - 1986

80. Therese and Richard Wienecke Academic Scholarship
81. John Sifaneck Memorial Scholarship
82. Canaan Lake Beach Community Club Scholarship
83. The Woman's club of Patchogue
84. The Fred Pallas Scholarship*
85. The Theodore Rosen Memorial Scholarship*
86. The Italian-American Service Club*
87. Long Island American Nuclear Society Scholarship*
88. Reader's Digest Scholarship*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 4 (Continued)

Scholarships - 1987

89. Class of 1936 in Memory of Thelma Temple (2 Scholarships)*
90. Suffolk County Life Underwriters Association*
91. The Robinson Roe Scholarship*
92. The Fathers Club for Patchogue-Medford School Sports
93. Class of 1986 Scholarship (To be Awarded in 1987, 1988 and 1989)*
94. New York Institute of Technology/Long Island Advance*
95. Karen Rode Wilson Memorial Scholarship*
96. David Yezarski Memorial Scholarship*
97. Stanley V. Truman Memorial Scholarship*
98. Patchogue Fire Department Ambulance Company Scholarship
99. Rocco Studio of Dance Scholarship

Scholarships - 1988

100. Patchogue-Medford Directors' Association Scholarship*
101. ILC Industries Principal's Scholarship*
102. Patchogue-Medford Food Services Workers' Scholarship*
103. Class of 1987 Scholarship (4 Scholarships)*

Scholarships - 1989

104. James Tierney Scholarship
105. George A. Mason. Jr. Scholarship
106. Bob's Big Boy DECA Achievement Scholarship*
107. Class of 1938 Scholarship*
108. Patchogue Knights of Columbus Council #725 Scholarship
109. The Bruce Raynor Memorial Scholarship*

Scholarships - 1990

110. The Class of 1989 Scholarship*
111. Ann Marie Simpson Scholarship*
112. Fannie Kweit Memorial Scholarship
113. Woman's Club Scholarship (Revised)
114. WALK Memorial Scholarship (One year only)*
115. The Dorothy S. Klein Cornell University Scholarship*
116. The Greater New York Savings Bank Scholarship*
117. Rapid Demolition Recycling Center Scholarship*
118. The Patchogue-Medford Alumni Association
119. Justin Wanamaker Scholarship*
120. Oregon Middle School PTA Scholarship

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 4 (Continued)

Scholarships - 1991

121. Henry W. Hubbard, Jr. Memorial Scholarship (To be awarded in 1991 and 1992)*
122. Alan Burke Memorial Scholarship*
123. Class of 1990 Scholarship
124. Ida Medeck Scholarship*

Scholarships - 1992

125. Henry P. Read Scholarship
126. Eli Andrew Nathan Scholarship
127. Kiddie Kollege Nursery School Scholarship*
128. Union Hook and Ladder Company Scholarship*
129. Patchogue Fire Department Scholarship*

Scholarships - 1993

130. Class of 1992 Adele Worthington Scholarship*
131. Class of 1992 Frances Candia Scholarship*
132. Class of 1992 Frank John Rossi Scholarship*
133. The Patchogue-Medford High School PTSA Scholarship (2 Scholarships)
134. Medford Rotary Club Scholarship*
135. The Anthony C. Caggiano, Sr. Memorial Scholarship*
136. The Richard Fryer Memorial Scholarship
137. Dr. James Finnerty Scholarship

Scholarships - 1994

138. Vincent A. Romeo Memorial Scholarship
139. Elwood J. Shaber Memorial Scholarship
140. Long Island University Education Scholarship (one time only)*
141. North Patchogue Fire Department Scholarship
142. Axel Anderson Memorial Scholarship*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 4 (Continued)

Scholarships - 1995

143. Robert Lucas Scholarship
144. I. W. Bianchi - Gertrude Robinson Bianchi (Class of 1922 Alumni) Scholarship
145. The Cassel Family Scholarship (2 Scholarships)
146. The Judi Lanes Nail Technology Scholarship*
147. Walter J. Engelhardt Memorial Scholarship*
148. The Class of 1994 Scholarship*
149. The Michael John Campanile Annual Memorial Scholarship
150. The Patchogue Lions Club Past Presidents Scholarship

Scholarships - 1996

151. Joseph F. Russo Memorial Scholarship

Scholarships - 1997

152. Mike Weiner Memorial Scholarship
153. Thomas O'Grady Memorial Scholarship*
154. 1997 Albert Benincasa Scholarship
155. Cheryl Kalish Cleveland Memorial Scholarship
156. William J. Powell Memorial Scholarship (4 Scholarships)*
157. SEPTA Terry Lauria Memorial Scholarship

Scholarships - 1998

158. Claire Meyer Scholarship
159. Imperial Software Scholarship*
160. Janine Sucharski Memorial Scholarship
161. Patchogue-Medford SEPTA Cynthia Quinn Memorial Scholarship
162. The Elite Sports Medicine and Rehabilitation Dr. and Betty Fallot Memorial Scholarship

Scholarships - 1999

163. Edith Simon Mandell Scholarship (One year only)*
164. Class of 1998 Scholarship
165. Patchogue-Medford SEPTA Jeffrey Warshaw Memorial Scholarship
166. Garret Leap DECA Business Educational Scholarship (2 Scholarships)
167. Eugene Romeo Memorial Scholarship

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)

Scholarships - 2000

168. Patchogue-Medford Youth and Community Services, Inc.
169. The Walter J. Engellhardt Memorial Scholarship (3 Scholarships B one year only)
170. The Oregon Fathers' Youth Theatrical Arts Scholarship
171. Class of 1969 Frank W. Scutari, Jr. Memorial Scholarship
172. General Organization Leadership Scholarship
173. Geoffrey Kutzing Memorial Scholarship
174. Jason Rasolinsky Memorial Fund, Ltd. Scholarship
175. Long Island Teachers' Benevolent Fund Scholarship
176. Medford Avenue Elementary PTA Scholarships
177. Oregon Fathers' Club Theatrical Arts Scholarship
178. Patchogue-Medford Directors' Association Scholarship
179. Patchogue-Medford Youth and Community Services Scholarship
180. Suffolk County Music Educators' Association Honoring Scholarship (one year only)

* These scholarships are no longer offered.
** Scholarship name has changed.

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)

Section 5 Awards - 1974

1. American Legion Post 269 Award*
2. American legion Auxiliary Pin*
3. Loyal Order of Moose Award*
4. Women of the Moose Award*
5. Colonel Josiah Smith American History Award*
6. Colonel Josiah Smith Homemaking Award**
7. D.A.R. Good Citizenship Medal*
8. Daughters of American Revolution Medal*
9. Union Savings Bank of Long Island Award*
10. Patchogue Lions Club Award*
11. Patchogue Kiwanis Club Award*
12. Al Wise Memorial Award*
13. Beverly Priest Memorial Award
14. Frank Fiala Country Paint Art Award*
15. Swezey and Newins Award*
16. Patchogue Village Republican Club Political Science Award*
17. Carol Ann Dinkins Memorial Award*
18. Pilot Club International Award*
19. Bausch and Lomb Optical Co. Medal*
20. Betty Crocker Award*
21. Proctor and Gamble Award*
22. Sterling Silver Homemaking Award*
23. Student of the Year Awards*
24. Babe Ruth Sportsmanship Awards*
25. Automobile Club of New York Driver Education Trophy*
26. John J. Roe Safe Driving Award*
27. Phi Beta Kappa Citation*
28. John Philip Sousa Band Award*
29. National Orchestra Award*
30. National Choral Award*
31. Readers Digest Valedictorian Award*
32. Industrial Arts Award - Changed to: Chester Nowak Industrial Arts Memorial Award - 6/78
33. Mathematics Award
34. Woodrow Wilson Social Science Award
35. Science Award
36. V.F.W. Auxiliary Post 2913 Award*
37. Patchogue-Medford High School Art Award
38. Home Economics Award*
39. Patchogue-Medford High School Physical Education Award
40. Patchogue-Medford Office Staff Association Award
41. Business Education Award B Changed to: Patchogue-Medford High School Business Award**
42. Long Island Business Education Chairmen Association Award*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 5 (Continued)
Awards 1974 (Continued)

43. Suffolk County Business Education Teachers Association Award*
44. Patchogue-Medford High School Business Department Award*
45. Patchogue-Medford High School Senior Show Awards*
46. Thelma N. Temple Award
47. DECA Club Award
48. William "Dutch" Schuldt Memorial Award*
49. Medford Taxpayers Association Award*
50. Combined PTA BOCES Award*
51. Key Club Award*
52. Anchor Club Award*
53. Daughters of Israel Award - discontinued 6/78*
54. Patchogue High School Class of 1940 Drama Award*
55. Oregon School Incentive Awards*
56. Patchogue Bay Power Squadron Award*
57. Medford PTA Award
58. Outstanding Senior Athlete Award*
59. Sterling Graduation Charm Award*
60. Suffolk County Science Teachers Association Award*

Awards 1976

61. Patchogue-Medford High School Mothers Club Award*
62. Patchogue Vanguard Hose Company Award*
63. Class of 1975 Award*
64. Math Contest Award*
65. Future Nurses' Club Award*
66. Patchogue-Medford Mothers Club Writing Award*
67. Patchogue-Medford Mothers Club Theater Arts Award*
68. Patchogue-Medford Mothers Club BOCES Award*

Awards 1977

69. The Class of 1976 Award*
70. John Belzak Memorial Award*
71. Patchogue-Medford High School Custodian Drama Award*
72. Suffolk County Youth Music Society Award*
73. Louis Armstrong Jazz Award*

Awards 1978

74. Multiple Listing Services of Long Island, Inc.*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 5 (Continued)

Awards - 1980

75. Athlete Scholar Award (Board of Education*
76. Roger J. Klinkenberg Award*

Awards - 1981

77. Patchogue-Medford SEPTA Mike Maggio Honorary Achievement Award**
78. Eagle Estates Civic Association Award*
79. Italian American Service Club of Brookhaven Award*
80. Michael E. Reilly Memorial Award*
81. Medford Youth Athletic Association Award*
82. Steuben Society of America, Henry E. Steinway Unit No. 66 of Patchogue, New York Award*
83. Medford Elementary School PTA Award**

Awards - 1982

84. The Super Secretary Award*
85. The Alexander Hollaender Fund Award*
86. The Leo Club Award

Awards - 1983

87. Army Reserve/Scholastic Coach Magazine Award (in conjunction with Board of Education Athlete Scholar Award)*
88. Players Group Award*
89. German Club Award*

Awards - 1984

90. Etta and Al Gold Memorial Music Award*
91. Patchogue Area Branch - American Association of University Women Award*
92. Academic Year - USA Institute Award*
93. Greater Patchogue Historical Society Award*
94. Band Director Award*
95. Patchogue - Bicentennial Committee Award (Start in 1985)*

Awards - 1985

96. George Washington University, School of Engineering and Applied Science - Medal to Junior Excelling in Math and Science*
97. Presidential Academic Fitness Award*
98. The Knights of Pythias Scholastic Achievement Award - Certificate*
99. Catholic League for Religious and Civil Rights Award*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 5 (Continued)
Awards - 1985 (Continued)

100. Rocco Studio of Dance/Jimmy Rocco Memorial Music Award**
101. Rocco Studio of Dance/Jimmy Rocco Memorial Incentive Awards**
102. Rocco Studio of Dance/Jimmy Rocco Memorial Writing Award (formerly known as Patchogue-Medford Mothers' Club Writing Award)**
103. Rocco Studio of Dance/Jimmy Rocco Memorial BOCES Award (formerly known as Patchogue-Medford Mothers' Club BOCES Award)**
104. Kiwanis club Ed Tuton Award (formerly known as Kiwanis Club of Patchogue Award)*
105. Rocco Studio of Dance/Margaret Hinkel Memorial Theatre Arts Award (formerly known as Patchogue-Medford Mothers' Club Theatre Arts Award)*
106. Friends of the Library Awards of 1984-85 Year

Awards - 1986

107. Phi Beta Kappa Alumni of Long Island Citation for Excellent Scholarship*
108. The Bell Street Artists of Bellport*
109. The Mid-Long Island Chapter of the U.N. Assn./U.S. of America Award*
110. James Dodge Memorial Mathematics Award
111. The Class of 1985 Award*

Awards - 1987

112. Thomas Russo Memorial Award*
113. French Language Award*
114. Spanish Language Award*
115. UNICO Award*
116. Principal's Leadership Award*

Awards - 1988

117. Lions Club Award*
118. Regina Siepmann Art Award*
119. The Van Denburg Family Award*

Awards - 1989

120. The General Organization All-School Musical Award*
121. The Canaan PTA Award in Memory of Larry Vilardo*

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 5 (Continued)

Awards - 1990

122. The Patchogue-Medford Track Club (2 Awards)
123. The best academic students in the following subject areas: art, business, English, industrial arts, languages, mathematics, music, physical education, science, social studies and special education
124. The Dennis Wustenhoff Award (One year only)*

Awards - 1991

125. The Medford Senior Citizens' Club Award (One year only)*
126. Bay Elementary's Henry Hubbard Award
127. The Peter Theodoropoulos Award (2 Awards)*
128. Keith Schlyfestone Award*
129. The Patchogue-Medford Future Business Leaders of America (FBLA) (2 Awards)
130. The Henry G. Wyman Award*

Awards - 1992

131. Patchogue-Medford School Store Award
132. The Black Organization for Student Scholarship (BOSS) Award*

Awards - 1993

133. Medford Chamber of Commerce Award*
134. Eli Nathan Sportsmanship Award (formerly known as the Patchogue-Medford Babe Ruth Sportsmanship Award)*

Awards - 1994

135. Players' Theatrical Group Comedy Award*

Awards - 1995

136. The American Association of Retired Persons Academic Award (Once every four years)
137. Giordiano's Collision Award
138. The William and Geraldine Clendennen Memorial Award*

Awards - 1996

139. John Clancy Memorial Award

Scholarships and Awards (Continued)
Regulations Regarding the Awarding of Scholarships and Awards (Continued)
Section 5 (Continued)

Awards - 1997

140. Senior Scholar Athletes (2 Awards)*
141. Cynthia Quinn Memorial Award*
142. Kind Kids Care Club Award

Awards - 1999

143. Penny Silberbusch Memorial Award
144. Eugene Romeo Memorial String Players' Award

Awards - 2000

145. Anthony Dauito Memorial Award
146. The Corporate Raiders Internship Award
147. Edwin Felzer Memorial Award
148. Richard Fryer Memorial Award
149. The Rode Brothers Musician/Athlete Award
150. TEMPO Music Theory Award

* These awards are no longer offered.
** Award name has changed.

REGULATIONS REGARDING CRITERIA FOR GRADE LEVEL DESIGNATION

In Board of Education Policy #5127, the superintendent of schools has outlined the administrative regulations governing the identification of grade level status through earned credits and the monitoring of earned credits.

Criteria For Grade Level Designation

While the school recognizes that students will progress toward graduation at different rates, the school does not accept failure as a student's right. The district expects all parts of the school community to work together to see that a student's progress toward graduation continues.

To help all members of the school community understand that graduation is the goal, movement from one grade to the next will depend on the outcomes achieved and the number of credits earned toward the goal of graduation. Assignments to grade-level classifications are made based on credits accumulated according to the following table:

TO BE CONSIDERED	TOTAL CREDITS EARNED AS OF THE START OF THE SCHOOL-YEAR
Freshman status	Completion of Grade 8
Sophomore status	5.5 credits
Junior status	11 credits
Senior status	16.5 credits

A student beginning a year in a grade level status will remain in that grade level status for the entire year regardless of credits earned mid-year.

If a student has not earned enough credits to obtain senior status in the school year in which their cohort is scheduled to graduate but is enrolled in coursework and passing such coursework would lead the student to graduate the following June or August, the student will be eligible to participate in all Senior level culminating activities which include but are not limited to Prom and Senior Day.

Regulations Regarding Criteria for Grade Level Designation (Continued)

Regulations Revised:
June 26, 2023

DIPLOMA AND CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The Board of Education is committed to supporting all students so they are college- and career-ready upon graduation. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma or credential based on their Individualized Education Plan (IEP).

Regents Diploma or Regents Diploma with Advanced Designation

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

Local Diploma

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

Career Development and Occupational Studies Commencement Credential

Students with disabilities, may earn a New York State Career Development and Occupational Studies Commencement Credential (CDOS) along with a high school diploma, or as a separate credential without a diploma, provided that the student met the criteria for the CDOS credential **and** attended at least twelve (12) years of school, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which the student attains the age of 21. The CDOS credential recognizes a student's work-readiness skills by meeting standards set forth in state regulations.

Receipt of a CDOS credential without a high school diploma does not preclude the student's eligibility to continue to work towards the completion of the requirements of a local diploma. A student continues to be eligible to receive a free appropriate publication (FAPE) until the end of the school year in which they turn twenty-one (21). The CDOS credential recognizes the student possesses the knowledge and work-readiness skills necessary for entry-level employment.

Skills and Achievement Commencement Credential

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a skills and achievement commencement credential pursuant to the requirements of the Commissioner's Regulations.

Diploma and Credential Options for Students with Disabilities (Cont'd)

Continued Right to Educational Services

If a student receiving a Career Development and Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

Cross-ref: 5122, The Education of Students with Handicapping Conditions
5127, Senior High School Diplomas and Credentials

Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9

Adoption date:
August 24, 2015
Policy Revised:
May 23, 2022

ACADEMIC INTEGRITY

The school district seeks to create an academic environment based on integrity, honesty, and hard work. Students are expected to maintain high standards of personal honesty at all times, presenting only their own work for class assignments, quizzes and tests, reports and projects. The administration, faculty, and student body all work together to develop a school culture which praises and fosters academic integrity. All researched work, whether quoted, summarized or paraphrased, is to be documented properly as directed by the teacher. Academic misconduct includes, but is not limited to, the following:

1. Cheating: Using unauthorized materials or receiving/giving unauthorized assistance on any form of academic work. This may include, but is not limited to, the following:

    - Copying answers from another student's work;
    - Assisting or sharing answers with others during assessments via text, notes, or electronic devices;
    - Using unauthorized notes or materials during assessments;
    - Submitting work completed by someone else.
    - Obtaining copies of an assessment or information about it's contents of a test without the teacher's knowledge and/or approval;
    - Altering a grade after the assessment or assignment was submitted;
    - Changing and/or falsifying a grade in the District's and/or a teacher's written or electronic grade record;
    - Looking at another student's assessment for purposes of obtaining answers or information;

2. Plagiarism: Representing the words or ideas of another as one's own without proper citation. This may include, but is not limited to, the following:

    - Copying text from a website, book, or other source without proper citation;
    - Paraphrasing ideas from a source without giving credit to the original author;
    - Submitting another student's work as your own;
    - Self-plagiarism (reusing your own previous work without citation).

3. Fabrication: Falsifying data, information, or citations in any academic work. This may include, but is not limited to, the following:

    - Making up data or results for a lab experiment or research project;
    - Falsifying citations or sources in a research paper;
    - Altering graded work and resubmitting it for a better grade.

Academic Integrity (Continued)

4. Facilitating Academic Dishonesty: Assisting others in engaging in academic misconduct. This may include, but is not limited to, the following:

   - Allowing another student to copy your work or test answers;
   - Providing test questions or answers to students in other sections of the course;
   - Selling or distributing course materials or assignments without authorization.

5. Unauthorized Use of AI Tools: Using artificial intelligence (AI) tools, such as language models or essay generators, to complete academic work without explicit permission from the instructor. This may include, but is not limited to, the following:

   - Using language models like ChatGPT or GPT-3 to generate essays, code, or other assignments without permission
   - Submitting content created by AI essay generators as your own work
   - Relying on AI tools to complete a substantial portion of an assignment meant to demonstrate your understanding

6. Testing Misconduct: Where an examination is under the authority of the Board of Regents of the New York State Education Department, testing misconduct shall include, but need not be limited to, the following acts or omissions:

   - Accessing secure test booklets and/or answer sheets prior to the time allowed by New York State testing rules;
   - Duplicating, reproducing, or keeping any part of any secure examination materials without obtaining prior written authorization from the State Education Department;
   - Reviewing test booklets prior to test administration in order to:
     i. Determine and record correct responses for use during testing;
     ii. Create pre-test lessons or discussions with students about concepts being tested; and/or
     iii. Create a "cheat sheet" for students to use during any State assessment, including but not limited to, sharing formulas, concepts or definition necessary for the test;
   - Providing students clues or answers during test administration, including, but not limited to, one or more of the following actions:
     i. Coaching students about correct answers;
     ii. Defining terms and concepts contained in the test;
     iii. Pointing out wrong answers to a student and suggesting that the student reconsider or change the recorded response;
     iv. Reminding students during testing of concepts they learned in class; and/or
     v. Making facial or other non-verbal suggestions regarding answers.
   - Allowing any student more time to take an examination than is allowed for that student;
   - Leaving any materials displayed in the room containing topics being tested;

Academic Integrity (Continued)

- Writing test specific formulas, concepts, or definitions on the board prior to and while a State assessment is administered;
- Reviewing a student answer sheet for wrong answers and returning it to a student with instructions to change or reconsider wrong responses;
- Altering, erasing, or in any other way changing a student's recorded responses after the student has handed in his/her test materials.
- Rescoring portions of the test solely to add or find points so a student will pass the test or earn a higher score on the test, other than legitimate rescoring activities authorized by the Superintendent of Schools or by the State Education Department;
- Encouraging or assisting an individual to engage in the conduct described in above paragraphs of this subdivision.

This policy aims to promote academic integrity, maintain the integrity of the learning process, and ensure a fair and equitable environment for all students. Faculty, staff, and students are expected to uphold these standards and promptly report any suspected violations of this policy to the building principal, director, superintendent, or his/ her designee.

Consequences of Academic Misconduct:

Any alleged act of academic misconduct by a student shall be evaluated on a case-by- case basis by the building principal or his/her designee. The building principal shall follow the disciplinary actions listed below when a student is found to have engaged in academic misconduct:

First Incident

Building principal shall take all of the following disciplinary actions:

- The student shall receive a "zero" or a letter grade of "F" on the assignment or assessment.
- Notification to parents/guardians.
- Oral reprimand.

Second Incident

Building principal shall take all of the actions listed above and may take any or all of the following disciplinary actions:

- No public recognition of academic honors.
- Ineligibility for or removal from District-sponsored honor societies
- Withdrawal of District-sponsored scholarship.
- Written reprimand placed in permanent record.

Academic Integrity (Continued)
Consequences of Academic Misconduct (Continued)

- Meeting with the student, parents/guardians, and school administration to discuss consequences, including, but not limited to disciplinary action in accordance with the code of conduct.

Third Incident

In addition to any of the actions listed above the building in consultation with the superintendent or his/her designee may impose the following disciplinary action:

- The student shall receive a letter grade of "F" in the course and be dismissed from the course for the remainder of the semester/year with no credit. This disciplinary action may be imposed only if the third incident occurs within the same course within the same school year.

Unless otherwise provided herein, each incident of academic misconduct by a student, regardless of the class, semester, or year in which the incident occurred, shall be considered the first, second, and third incident respectively, for purposes of the above list. For example, if a student engaged in a prior act of academic misconduct in a prior school year, the first time such student engages in academic misconduct in his/her current class, such misconduct would constitute a "Second Incident," and the student could be deemed ineligible or removed from District-sponsored honor societies.

In addition to the above sanctions, any student removed from a course with a letter grade of "F" or any student who engages in academic misconduct may not be eligible to receive any District-sponsored award, recognition, or hold any student leadership position.

Disciplinary sanctions beyond those listed here, including detention, in-school suspension, and out-of-school suspension, may be issued by the Building Principal in addition to the academic sanctions listed above, in accordance with the District's Code of Conduct.

Any student believed to have engaged in academic misconduct shall have the right to an informal conference with the Building Principal to present his/her version of the events prior to the imposition of the above-listed sanctions. Students may appeal sanctions to the Superintendent of Schools by submitting a written appeal to the Superintendent within five (5) business days.

Special Consequences for Examination Fraud:

If, in the judgment of the Principal responsible for administration of an examination under the authority of the Board of Regents of the New York State Education Department, upon the basis of evidence deemed by him/her to be sufficient, a student has been found guilty of having committed or attempted to commit fraud in the examination, the Principal shall be authorized to cancel the examination and to exclude the student from any subsequent Regents examination until such time as the student has demonstrated by exemplary conduct and citizenship, to the satisfaction of the Principal, that the student is entitled to restoration of this privilege.

Academic Integrity (Continued)
Special Consequences for Examination Fraud (Continued)

Before such a penalty is applied, a student accused of having committed or having attempted to commit fraud in an examination under the authority of the Board of Regents of the New York State Education Department shall be given an opportunity to make satisfactory explanations, including the right to appear before the Board of Education or a person(s) designated by the Board, together with his/her parent(s), and, if so desired by the parent(s), an attorney, all of whom shall be given the opportunity to ask questions of the examiner(s) and any other person having direct personal knowledge of the facts. The Board or the person(s) designated by the Board for the purpose of such inquiry may affirm, modify, or reverse the findings or penalty, if any, imposed by the Principal. The Principal shall report promptly to the Commissioner of Education, the name of each student penalized under these provisions, together with a brief description of the circumstances, in accordance with Section 102.4 of the Commissioner's Regulations.

Ref: Education Law § 225
8 NYCRR § 102.4

Cross-ref: Code of Conduct

Adopted: October 24, 2016
Revised: August 27, 2018
Revised: August 12, 2024

Artificial Intelligence

The purpose of this policy is to establish guidelines for the ethical, responsible, and equitable use of Artificial Intelligence (AI), within the Patchogue-Medford School District. The district aims to enhance educational outcomes while safeguarding student privacy, promoting digital citizenship, and fostering innovation.

This policy applies to all students, faculty, staff, and administrators within the Patchogue-Medford School District. It encompasses all AI technologies and digital resources utilized for educational, administrative, and extracurricular activities.

1. Ethical and Responsible Use

- AI technologies must be used to support education, research, and creativity while upholding academic integrity.
- Students and staff are responsible for ensuring the accuracy and integrity of AI-assisted content.
- AI should never be used to misrepresent work, create deceptive content, or violate intellectual property laws.

2. Data Privacy and Security

- Student and staff data privacy must be maintained in compliance with FERPA, Education Law 2D, and other applicable state, federal, and education laws.
- AI vendors must adhere to district data privacy policies, ensuring data protection. Only approved software applications should be utilized. All applications, including AI tools, must adhere to Education Law 2D and sign district agreements, ensuring they will adhere to our data privacy requirements.
- Teachers may not require students to sign up for software applications or AI tools that are not district-approved.
- Users must not enter confidential, proprietary, or personally identifiable information into public AI tools.

3. Equity and Accessibility

- AI literacy and safety will be integrated into student course work, helping students development the necessary skills.
- Educators will receive training on the effective and ethical integration of AI in teaching and learning.
- Resources will be provided to staff and students to promote responsible AI use and awareness of its implications.

Artificial Intelligence (Continued)

4. Integrity

- AI should be used as a tool to support, not replace, human decision-making in education and administration.
- Final decisions regarding student assessments, disciplinary actions, and critical administrative functions must involve human review.
- AI detecting software may be utilized at the District's discretion to detect or monitor the usage of AI for both staff and students.

5. Monitoring, Compliance, and Enforcement

- The district will review AI usage as necessary to ensure compliance with policies and regulations.
- Any violations of this policy will be subject to appropriate disciplinary actions in alignment with the district's code of conduct.

Patchogue-Medford School District is implementing this policy to ensure AI is utilized responsibly and leveraged to enhance education while maintaining ethical standards, privacy, and security.

Cross-ref:

Policy 3802-E – Parents' Bill of Rights for Data Privacy and Security
Policy 5129 – Academic Integrity
Policy 5159 – Bullying and Cyberbullying
Policy 4410 – Technology Acceptable Use for Employees
Policy 6147 – Technology Acceptable Use for Students
Policy 6141.2 – Computer Education
Policy 6161.3 – Photocopying of Copyrighted Materials for Classroom Use

Adopted:
June 24, 2025

ACADEMIC INTERVENTION SERVICES

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. The services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction):
  And/or
- student support services needed to address barriers to improved academic performance.

Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance. The intensity of such service may vary, but must be designed to respond to students needs as indicated on State assessments results and/or the district-adopted procedures.

Eligibility for academic intervention services will be determined based on multiple measures, which may include student performance levels on 3-8 state assessment exams. All students scoring at level 1 and 2 are eligible to receive academic intervention services (AIS). To determine the level of intensity needed by any student who scores below the designated State performance level, the district will review other measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and to determine AIS accordingly. Local measures include, but are not limited to:

- K-6 reading assessments
- NYSESLAT (for eligible students only)
- Locally developed unit/lesson assessments
- Results from psychoeducational evaluations based on a variety of assessments and inventories
- Teacher recommendations
- Report card grades
- Results on informal assessments
- Results from commercial reading programs

Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

<u>Parental Notification and Involvement</u>

Notification of district eligibility procedures. The district shall post on its website a description of the district-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Academic Intervention Services (Continued)

Notification on Commencement of Services. The Building Principal will notify the parents of a student determined to need academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Notification on Ending of Services. The Principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress, and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, or designee, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Beginning July 1, 2021 and every two years thereafter, the Superintendent or designee shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(2)(vi), (c)(5), (h)

Adoption date:
April 24, 2017
Revised:
October 18, 2021

PROSECUTION OF PERSONS WHO VANDALIZE SCHOOL PROPERTY

Principals are authorized and instructed to proceed forthwith to press charges against any person, youth or adult, who is apprehended by the police by breaking and entering any school, or having broken and entered any school, or for defacing, damaging, destroying or removing from school premises property, equipment or supplies.

Similar charges should be pressed against persons whom police or school authorities have reasonable evidence to believe have committed such acts of vandalism.

This policy of the Board of Education shall be published at the beginning of each school year in the Patchogue-Medford School News, in local newspapers and in the newspapers and student handbooks of the secondary schools.

The superintendent is instructed to proceed to implement this policy effective immediately.

Policy Adopted:
November 18, 1968

Policy Revised:
December 16, 1991

GRADING SYSTEMS

The Board of Education recognizes that academic achievement and social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning. Therefore, the classroom teacher has the primary responsibility to learn as much as possible about the background of each student to assess his/her growth and make instructional plans for him/her. It is essential that this information be shared among parents, teachers, and students.

The District shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system.

Grading shall be based on student improvement, achievement, and participation in classroom discussions and activities. Parents shall be provided with a written and/or electronic report card at least four (4) times per year regarding their child's progress at the secondary level and at least three (3) times per year at the elementary level. Progress reports will be provided at the secondary level four (4) times per year, at the midpoint of each of the four marking quarters. Parent conference days are scheduled during the school year to discuss individual students' progress at both the elementary and secondary levels.

Alpha and numerical grades will be assigned according to the following equivalency scale.

Alpha Grade	Numerical Equivalent	GPA
A+	100	4
A+	99	3.9
A+	98	3.8
A	96-97	3.7
A	94-95	3.6
A-	92-93	3.5
A-	90-91	3.4
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0

Grading Systems (Continued)

Grading Guidelines:

1. Secondary Teachers will record all grades in a district-approved electronic grading program.

2. Teachers will inform students and parents how grades will be determined in a particular class. This will include the weight of each component of the academic work, grading criteria, procedures for redoing work for credit, and rubrics used for major assignments. This communication will occur in class, during open house events, and parent conferences. Grading practices may also be shared via teacher websites.

3. Teachers will enter grades into the electronic grading program as formative or summative measures. All schools must establish grading policies at the department and course levels. All middle schools within the district must establish the same grading policies at the department and course levels. Grading policies must apply to all students, including students with disabilities and English Language Learners (ELLs). The range of percentages allows each department to determine the appropriate percentage for a specific course. If a course is offered at both the high school and middle school levels and receives high school credit, the percentage must be the same for this course at both levels. Formative and Summative percentages are fixed and percentages can not be adjusted. Weighting will be as follows:

	Formative	**Summative**	**Department Discretion**	**Homework**
Grades 6-12 & non-performance music courses	30%	50%	0-20%	0- 10%

Performance Ensembles and Art classes in Grades 6-12

Formative	**Summative**	**Department Discretion**	**Homework**
40%	40%	0-20%	0-10%

Physical Education in Grades 6-12 will utilize a department-developed rubric. The majority of a student's grade will be derived from their daily active participation in the classroom setting The rubric will be evaluated before the start of the school year and updates and revisions will be made when necessary.

Each department and/or course has various needs that must be reflected in the grade book allocation. Examples included but are not limited to, music lessons, portfolios, and participation. If a full-year course or a half-year semester-based course includes participation, a department-approved rubric must be used and a participation grade must be calculated every ten days within a quarter (a minimum of 4 times).

Grading Systems (Continued)
Grading Guidelines (Continued)

4. Formative assessments should be frequent and ongoing, completed in route to mastery. They are "checkpoints" on students' progress and the foundation for the feedback given. The purpose of formative assessments is not to judge a student's final achievement of a topic but to evaluate where they are in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include but are not limited to quizzes, labs, response logs, graphic organizers, oral presentations, writing drafts, quick writes, or anything in the early stages of learning content or concepts.

5. Summative assessments are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include but are not limited to tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, end-of-unit or chapter tests, and quarterly assessments.

6. Department Chairs/Grade Level Teams/Administrators will assist teachers in determining whether student assignments are summative or formative measures.

7. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to accurately measure a student's progress. No single grade shall count for more than 20% of the quarter grade. There must be a minimum of three summative assessments and a minimum of two formative assessments. Should there be more than the required number of formative and/or summative assessments, teachers teaching the same course within the same department have the discretion to drop the lowest grade if outlined in their course syllabus. It is recommended that a minimum of two assessments be administered before progress reports are posted.

8. Behavior, effort, and attitude will not be factored into grades. Grades will be based on the identified learning objective and students' knowledge and understanding.

9. Teachers must adhere to the Patchogue-Medford School District's Comprehensive Attendance Policy # 5110, which mandates that students, regardless of whether an absence is excused or unexcused, are encouraged to make up tests, quizzes, complete assignments, and submit homework within a ***reasonable amount of time***. A "reasonable amount of time" is defined as two days for each class session missed due to an excused absence, and one day for each session missed due to an unexcused absence. For example, if a student has an excused absence on Monday and returns on Tuesday, the assignments are due by the start of class on Thursday. Similarly, if a student is absent for excused reasons on both Monday and Tuesday and returns on Wednesday, the assignments are due the following Tuesday. Teachers may extend these deadlines if they see that the student is making progress towards completing the assignments.If work is not completed before the close of the marking quarter, a student will receive an incomplete.

Grading Systems (Continued)
Grading Guidelines (Continued)

10. Any assignments turned in after a due date established by the classroom teacher will be considered late. Late work will be penalized by deducting 20% from the earned grade. For example:
    - 1 day late: 20% deduction
    - 2 days late: 40% deduction
    - 3 days late: 60% deduction
    - 4+ days late: No credit, subject to a grade of 0

    No assignment will be accepted more than 3 days late after the original due date. Any assignments submitted more than 3 days past the due date will receive a zero.. No exceptions or extensions will be granted except in cases of documented emergency situations or university-approved accommodations. Students must provide documentation and communicate with the teacher before the due date to request consideration for late acceptance.

11. If students are given the opportunity for extra credit, it must be consistent between teachers teaching the same course within the same department. At the middle school level, the test correction procedures for a course must be consistent between all three middle schools. If students are given the opportunity for extra credit assignments, it must be available to all students and the assignment must be handed in and graded during the same marking quarter in which it was assigned. For example, extra credit opportunities given to a student in the first quarter must be completed by the end of the first quarter. Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade-level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task unrelated to achievement do not meet the guidelines of extra credit.

    Procedures must be consistent between teachers teaching the same course within the same department. Procedures must include but not be limited to:
    a. Timeframe for the assignment
    b. Amount of extra credit available
    c. Impact on overall grade, etc.

    Extra credit points should not be excessive where the grade does not reflect a student's academic ability as it relates to state learning standards.

12. Test corrections or retests are permitted but must be consistent between teachers teaching the same course within the same department. At the middle school level, the test correction procedures for a course must be consistent between all three middle schools. For example, all teachers teaching English 9 must have the same procedures for test corrections. If permitted, test corrections or retests must be available to all students. Procedures must be consistent between teachers teaching the same course within the same department.

Grading Systems (Continued)
Grading Guidelines (Continued)

Procedures must include but are not limited to:

a. Timeframes for corrections/retesting,
b. How the test/corrections will be conducted (i.e. location)
c. How the corrections or retest change the grade of the original summative assessment (average of the two grades, half-credit back, etc.)
d. The total number of test corrections or retests permitted within a given marking quarter.

13. Teachers must adhere to the guidelines for homework established in the Patchogue-Medford School District Homework Policy #6154.

14. In the rare situation that a student has not had the opportunity to demonstrate mastery of the course content and skills due to extenuating circumstances, schools may award one of the following special marks as a final grade:
    - **Incompletes:** Schools may award a grade of ***incomplete*** if a student has a documented, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (e.g., surgery, death in the family). A student who receives an incomplete must complete the remaining course requirements two weeks following the termination of the course to receive a final grade and credit, as applicable. The building principal may grant additional time for extenuating circumstances. ***Incomplete*** does not have a pass/fail or a numeric equivalent.
    - **New or Recently Admitted Students:** Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be issued a grade of 'NE' to indicate this circumstance. 'NE' does not have a pass/fail or numeric equivalent. Students who receive a mark of 'NE' must complete the remaining course requirements by the end of the term following the termination of the course to receive a final grade and credit, as applicable.

15. Teachers are encouraged to grade work in a timely manner (within a week of submission but should generally not exceed ten school days), enter it into eSchool, and return it to students for review. Teachers assigned to courses with an A-day and B-day may require additional time to grade work as a result of the size of their roster. Teachers required to grade long-term projects and essays may require additional time to grade work. Any assignment that is assigned during the marking quarter window must be graded promptly to be included as a formative or summative assessment within that specific marking quarter.

16. Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least one year after the end of the school year. Evidence may include rubrics, copies of tests, etc.

Grading Systems (Continued)
Grading Guidelines (Continued)

17. In Grades 6-12, final course grades are calculated as follows: Each quarter contributes 23% to the final grade, and the final exam contributes 8% to the final grade. If no final exam is administered for a course, each quarter will instead count for 25% of the final grade.

For report cards at the secondary level, any marking grade lower than 50 will be recorded as 50. If a student's actual numerical average is lower than 50, this will be noted in the comment section on the student report card**.** For only the last marking quarter of a course, a teacher may request a student receive a grade lower than 50 based on their average. A *Teacher Grade Justification Form* (Exhibit A) must be submitted to the Building Principal for signature, and forwarded to the Assistant Superintendent for Curriculum and Instruction for final approval. All Grade Justification Forms require supporting documentation, to be maintained in the system and the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change, etc.

18. All students who successfully pass a course with a score of 65 or higher will receive credit for the course.

Processing and Changing Student Grades

Grades are expected to be submitted in a timely fashion to be reported to parents. Submission of grades will be open until a date set by the Office of Instructional Services, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request by the teacher on a District created *Change of Grade Form.*

While the professional judgment of the teacher shall be respected it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include but are not limited to, reflecting on additional assignments, correcting mistakes, or to accommodate student illnesses. Once a grade is assigned to a student by a teacher and grades close, the grade may only be changed by the Building Principal, Assistant Principal, or Administrative Assistant for Information Systems, Management, Reporting and

Testing. *Change of Grade Forms* must be submitted to the Building Principal for signature, and forwarded to the Assistant Superintendent for Curriculum and Instruction for final approval. All grade changes require supporting documentation, to be maintained in the system and the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The District's student management system will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.

Grading Systems (Continued)
Processing and Changing Student Grades (Continued)

Should an administrator enforce a grade change contrary to the teacher's assigned grade, he/she shall be prepared to report to the Superintendent of Schools and/or the Board.

All re-opening of the grading system and grade changes will be reviewed annually to ensure the process is being followed and that there is no unusual or inappropriate activity.

There will be a limited number of personnel other than teachers who have access or permission to enter or change grades in the system. This list includes the Building Principal, Assistant Principal, and Administrative Assistant for Information Systems, Management, Reporting, and Testing.

The Assistant Superintendent for Curriculum and Instruction will develop regulations and procedures for adding users, establishing user's access rights and override abilities; deactivating or modifying user accounts, granting user permissions, and monitoring user access to and activity within the system.

Access and permission will be reviewed annually by the Assistant Superintendent for Curriculum to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the District, or no longer in positions requiring access and permissions, will be removed, modified, or deactivated immediately.

Adopted:
January 28, 2019
Revised:
August 29, 2022
Revised:
August 12, 2024

STUDENT ORGANIZATIONS

The Board of Education recognizes the educational values inherent in student participation in the extracurricular life of the school, and supports the concept of the formation of student groups for such purposes as building sound social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

The superintendent of schools, with the aid of students, faculty and administration, is charged with developing procedures for registering and regulating student groups or clubs. Such procedures shall ensure that the district will register any group organized for a purpose not prohibited by Board policy, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off-campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of actual or perceived race, color, weight, sex, gender, sexual orientation, national origin, ethnic group, disability, religion, religious practice, or other arbitrary criteria.

The Board may prohibit the formation of any clubs, including fraternities or sororities, or any other secret society, whose deliberations and activities have caused or created, or are likely to cause or create, a disruption of or interference with the school program, or whose activities are unlawful.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All noncurricula-related student activities, regardless of religious, political, philosophical or other content, shall have the same opportunities as any other such activity to operate on school grounds. To provide a fair opportunity to students who wish to conduct a meeting, the Board, in accordance with the provisions of the Equal Access Act, shall ensure that:

(a) The meeting is voluntary and student-initiated;
(b) There is no sponsorship of the meeting by the school or its agents or employees;
(c) Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
(d) The meeting does not materially or substantially interfere with the orderly conduct of educational activities within the school; and
(e) Non-school persons may not direct, conduct, control or regularly attend activities of student groups.

The granting of access to a particular group shall not be considered to be an endorsement by the district or its personnel of any group or its philosophy or beliefs.

Policy Adopted:
August 28, 1973
Policy Revised:
September 17, 1990
Policy Revised:
December 16, 1991
Policy Reviewed:
November 22, 1999
Policy Revised:
May 13, 2013

SCHOOL EVENTS HELD OFF-CAMPUS

For school organizations, clubs, classes or groups which desire to conduct a function in a place other than a school facility, the faculty advisor or person having chief management responsibilities for the group will meet with the school principal to determine if the place considered for the event meets acceptable standards. No commitment is to be made for an off-campus facility without the advanced written approval from the school principal.

If a facility, such as a restaurant, has been chosen for the place of a student function, a separate room apart from the place where the public bar is located must be selected for the event. Access to the bar is to be limited in all ways except for the safety exiting of room occupants in case of a fire hazard. In instances where alcoholic beverages may be served in another part of the building, no person, neither student nor adult, will be permitted to drink an alcoholic beverage. Any person who does so will be barred from admission to that portion of the facility reserved for the school event. School principals will not approve a facility for use for school affairs if the management of the facility does not strictly cooperate with the restrictions relating to the consumption of alcoholic beverages.

School principals will not approve a facility for use for student functions where the audience or part of the audience must be seated in a room where alcoholic beverages are severed to other persons who are using the facility but who may not be associated with the school event.

School principals will assure that off-campus facilities meet all safety standards as required in Subsection 16 of the Administrative Regulations for Policy No. 6153 -- Student Field Trips.

Policy Adopted:
August 28, 1973
Policy Revised:
May 20, 1985
Policy Revised:
December 16, 1991
Policy Reviewed:
December 13, 1999

GOVERNANCE FOR EXTRACLASSROOM ACTIVITY FUNDS

Extraclassroom activity funds are defined in the Regulations of the Commissioner of Education as "funds raised other than by taxation or through charges of a board of education, for, by or in the name of a school, student body or any subdivision thereof." Extraclassroom activity funds are those operated by and for the students. Monies are usually collected voluntarily by pupils and are spent by them as they see fit so long as they abide by established regulations.

Extraclassroom activity funds must not be confused with funds accounted for in accordance with the Uniform System of Accounts prescribed by the State Comptroller. Procedures discussed in this policy and applicable regulations apply only to extraclassroom activity funds.

The Board of Education recognizes that the fundamental task of the schools is to prepare young people for life. An integral part of such a program is extraclassroom activities. They represent an essential part of the educational experiences which should be available to young people. In order to promote the organization and maintenance of extraclassroom activities and to provide for the proper handling and safeguarding of extraclassroom activity funds, the Board of Education hereby adopts rules and regulations for the guidance of students, teachers, and principals.

Purpose

Student extraclassroom activities may only be formed for educational purposes.

Definition

Extraclassroom activity funds are funds raised other than by taxation or through charges of a board of education, for, by or in the name of a school, student body, or any subdivision thereof.

Organizational Procedures

Students desiring to form an extraclassroom activity shall petition their principal in writing. The petition shall state the purpose of and describe the activities of the proposed extraclassroom activity, and shall be signed by at least fifteen students before it is presented to the principal for action. If the purpose of the proposed extraclassroom activity falls within the scope of educational or school service purposes and if the necessary space, equipment, and funding are available, the principal, in conjunction with the petitioning students, shall seek a suitable advisor. When these procedures have been accomplished, the building principal shall submit recommendations to the assistant superintendent for business and/or the assistant superintendent for human resources. Once reviewed by the assistant superintendent(s), the extraclassroom activity will be submitted for approval by the Board of Education.

Approved Extraclassroom Activities

All extraclassroom activities shall be approved by the Board of Education. The Business Office shall maintain an up-to-date register of all extraclassroom activities that are approved or discontinued.

GOVERNANCE FOR EXTRACLASSROOM ACTIVITY FUNDS

Faculty Advisor
Each extraclassroom activity shall have a Faculty Advisor. Faculty Advisors are recommended by the principal for approval by the assistant superintendent for human resources and appointment by the Board of Education. The Faculty Advisor shall attend all meetings of the extraclassroom activity.

Meetings

All extraclassroom activities shall meet regularly in accordance with the club charter while school is in session. These meetings shall be held on school property. Extraclassroom activities shall not meet outside school property unless they have received the consent of the Superintendent of Schools.

Officers

Each extraclassroom activity shall have a president, vice-president, secretary, and treasurer. These officers shall be elected annually from among the membership by secret ballot.

Constitution

Each extraclassroom activity will adopt a constitution which will define the purpose(s) of the organization, duties of its officer, membership prerequisites, rules of procedure, and such other matters as are deemed necessary. The constitution will incorporate rules and regulations of the Board of Education which are applicable, and will be approved by the assistant superintendent for business. A copy of the constitution will be on file in the school Principal's office.

Charter

Each extraclassroom activity shall complete a club charter form annually. (See Exhibit 5135-E.1)

Financial Procedures

All extraclassroom activity funds shall be handled in accordance with the regulation for the safeguarding, accounting, and auditing of these funds, illustrated by Finance pamphlet 2, The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds, published the New York State Department of Education.

Inactive Clubs and Leftover Funds

An inactive extraclassroom activity shall be defined as one having no financial activity for three full school years. If an inactive club is identified, the Central Treasurer is directed to expend leftover funds as voted by the organization controlling these funds or if no such designation exists, then liquidate the leftover funds of these club(s) in accordance with the following:

GOVERNANCE FOR EXTRACLASSROOM ACTIVITY FUNDS

Leftover funds of inactive or discontinued extraclassroom activities and of graduating classes shall automatically revert to the account of the general student organization or student council. Inactive clubs must follow the organizational procedures set forth in this policy to re-activate previously existing activities.

Sales, Campaigns and Fundraising Activities

The Faculty Advisor for each club shall provide information to the Central Treasurer on sales, campaigns and fundraising activities of all extraclassroom activity clubs, including the nature of the event, dates of operation, duration of sale or campaign, and means of solicitation (e.g., door-to-door, direct mailing, etc.).

Risk Management

In all cases where a vendor will be using district facilities to conduct its event, the district requires a certificate of insurance with the district named as an additional insured.

Equipment Acquisitions

All equipment purchases which exceed a unit price of $500 shall be reported to the district's purchasing agent by the Faculty Advisor and/or Central Treasurer responsible for the acquisition. All equipment shall be operated on district property, unless express permission from the Superintendent is secured to use the equipment or have it reside off-premises. Such equipment shall be tagged as district property but is available for exclusive use by the extraclassroom activity club acquiring the item.

Tax Exempt Status

The extraclassroom activities of the district are not included in the exemption granted to the school district from New York State sales tax. Without exception, clubs and activities are prohibited from using the school's tax exemption. The taxable status of all fundraising events specified in the administrative regulations to this policy shall be enforced as listed by the central treasurer. The Central Treasurer shall be responsible for communicating information related to the periodic sales tax returns for the extraclassroom activity funds to the business office. The business office will consolidate the information gathered and file quarterly sales tax return.

Contracts, Commitments and Guarantees

All commitments and contracts shall be the sole responsibility of the extraclassroom activity club giving rise to the transaction, regardless of change in advisors, membership or officers. Contracts should be reviewed by the Assistant Superintendent for Business and approved by the Board of Education before being executed. The Board of Education will not act to approve contracts which fail to meet the requirements for the standard approved school district contract.

Policy Adopted:
March 17, 1986

GOVERNANCE FOR EXTRACLASSROOM ACTIVITY FUNDS

Policy Revised:
December 16, 1991
Policy Reviewed:
December 13, 1999
Policy Revised:
January 24, 2011

PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

Application for Club Charter to Establish or Continue an Extraclassroom Activity Fund

For the _____ School Year

Check One:

_____ **This is a New Extraclassroom Activity** _____ **This is an Existing Extraclassroom Activity**

Name of Activity: _____

School: _____

Aims and Purposes: _____

_____

_____

Dues to be Collected (If Any): _____

Other Fees / Sources of Income: _____

_____

(Note: All fundraising activities, whether identified here or planned at a later time, must be approved in advance pursuant to the Board of Education's Fundraising Policy)

Frequency of Meetings to be Held: _____

It is fully understood that the operation of this student activity will be in accordance with the rules and regulations of the Board of Education, the Administration and our Student Government, and that we shall consistently strive to maintain the highest standards and good name of our school.

Approved (Sign and Print):

_____ **Faculty Advisor**

_____ **Principal**

_____ **Superintendent -or- Assistant Superintendent**

_____ **Date**

_____ **Student President**

_____ **Student Vice President**

_____ **Student Secretary**

_____ **Student Treasurer**

Space Below is for Central Treasurer Use only

Club Account Number: _____

Space Below is for District Clerk Use

Received Board Approval On: _____

White - Central Treasurer

MINIMUM ENROLLMENTS FOR INTERSCHOLASTIC ATHLETIC TEAMS

The Board of Education, recognizing the benefits which accrue to students who participate in interscholastic athletic programs, but in consideration of the expense to operate athletic teams and to encourage optimum participation among students, directs the observance of minimum standards for enrollments and competition time for athletics

The minimum squad enrollments are as follows:

Sport	Minimum Enrollment	Sport	Minimum Enrollment
Badminton	13	Lacrosse	17
Baseball	14	Soccer	17
Basketball	12	Softball	14
Bowling	8	Tennis	13
Cross Country	10	Spring Track	23
Field Hockey	15	Winter Track	20
Football	25	Volleyball	10
Golf	9	Wrestling	15
Gymnastics	7		

No team will be organized for a sports season until the head coach delivers to the athletic director a roster of students who have volunteered to participate and who are eligible to try out. No team will commence practice sessions at the start of a sports season unless the minimum number of enrollees required by the Board of Education is in attendance.

If during a sports season the number of enrollees falls below the minimum established by the Board of Education, the superintendent of schools is to be notified immediately by the director of athletics. The superintendent of schools will deliver a recommendation to the Board of Education as to whether or not the sport should be continued temporarily with a roster below full squad strength, the remaining squad members be combined with a team roster from another school in the district, or the team be disbanded and the sports discontinued.

Policy Adopted:
January 28, 1991
Policy Revised:
December 16, 1991
Policy Revised
February 28, 2000

PARTICIPATORY TIME FOR INTERSCHOLASTIC ATHLETES

The Board of Education, recognizing the benefits which accrue to students who participate in interscholastic athletic programs, wishes to motivate as many students as possible to try out for athletic teams and to continue their attendance for practices and competitions throughout the season. To encourage the students, the Board of Education requires coaches to maximize the participation time in official competitions for all members of the team.

To accomplish this goal, coaches may arrange extra events, matches or play periods during a given competition if it is not practical to manage many substitutions within the structure or time limits of the game, meet or match.

Policy Adopted:
January 28, 1991
Policy Revised:
December 16, 1991
Policy Reviewed:
January 10, 2000

STUDENTS WITH DISABILITIES PURSUANT TO SECTION 504

It is the responsibility of the Patchogue-Medford Public School District to identify and evaluate students, who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

Under the Act, a student who may need special services or programs within the intent of Section 504 is one who:

1- Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or

2- Has a record of such impairment; or

3- Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act. (IDEA).

Identification and referral procedures:

Any student who needs or is believed to require special education or related services not available through existing programs in order to receive a free appropriate public education (FAPE) may be referred by a parent, teacher, or other certified school employee to the Section 504 Coordinator for identification and evaluation of the student's individual education needs.

The Section 504 Coordinator will see that a 504 Committee comprised of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options is created.

The Superintendent of Schools or his designee will monitor the composition of the Section 504 Committee to ensure that qualified personnel participate.

The Section 504 Committee will consider the referral and, based upon a review of the student's existing records, including academic, social and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the Section 504 Coordinator will inform the parents or guardian of this decision and of their procedural rights.

Evaluation

Evaluation of the student and formulation of a plan of services will be carried out by the Section 504 Committee according to the following procedures:

Students with Disabilities Pursuant to Section 504 (Continued)
Evaluation (Continued)

1- The Section 504 Committee will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.

2- No final determination of whether the student will or will not be identified as a disabled individual within the meaning of Section 504 will be made by the Section 504 Committee without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.

3- A final decision will be made by the Section 504 Committee in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them including the right to an impartial hearing and review.

Accommodation Plan:

1- For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the Section 504 Committee shall be responsible for determining what special services are needed.

2- In making such determination, the Section 504 Committee shall consider all available, relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the district's professional staff.

3- The parents or guardian shall be invited to participate in Section 504 meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.

4- The Section 504 Committee will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education or related aids and services will be provided and by whom.

5- The team may also determine that no special education or related services are appropriate

6- A disabled student shall be placed in the regular educational environment of the district, with the use of supplementary aids and services, unless the district demonstrates that such placement cannot be achieved satisfactorily. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

7- The Section 504 Committee shall notify the parents or guardians in writing of its final decision concerning the services to be provided.

Students with Disabilities Pursuant to Section 504 (Continued)
Accommodation (Continued)

8- If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan.

Review of the student's progress

The Section 504 Committee will monitor the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary, and the disabled student's needs are being met adequately as the needs of the non-disabled students.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Procedural safeguards:

The parents or guardian shall be notified in writing of all district decisions concerning the identification, evaluation, or educational placement of students made under this policy.

The parents or guardian shall be notified that they may examine relevant records.

As to such decisions by the district, the parents or guardian shall have the right to an impartial hearing ("Section 504 due-process hearing"), with the opportunity for participation by the parents or guardian and their counsel. In the notification of any district decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:

- A request for a Section 504 due-process hearing should be made within forty-five (45) days of notice of right to file.
- The request shall be made to:

  Coordinator of Special Education
  Patchogue-Medford Public Schools

- The hearing will be held in accordance with this Regulation.

Section 504 Due-Process Hearing Procedures

An impartial hearing will be utilized to resolve differences involving the education of a Section 504 qualified disabled student when such differences cannot be resolved by means of a less formal procedure. In this instance, **due-process** is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due-process hearing may be called at the request of the district or a

Students with Disabilities Pursuant to Section 504 (Continued)
Section 504 Due-Process Hearing Procedures (Continued)

parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. **Impartial hearing officer** means a person selected to preside at a due-process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties. The District shall select such hearing officer using a board approved rotational impartial hearing officer list. The Board President is authorized to immediately appoint such hearing officer subject to final approval of the board of education at their next scheduled board meeting.

In all related hearing matters the following definitions shall apply:

- **Days** means calendar days.
- **Placement plan** means the program by which the decision concerning the educational placement of the student is decided.
- **Parents** means parents, guardians, or surrogate parent.

Parents or the district may initiate a due-process hearing on a matter related to:

(1) eligibility and related procedures

(2) procedural safeguards, or

(3) provision of a free and appropriate public education to the student.

Requests for a due-process hearing must be submitted in writing to the Section 504 Compliance Officer. Hearing notifications to the parents shall be given at least ten (10) days prior to the date set for the hearing. The notice shall contain:

- A statement of time, place, and nature of the hearing.
- A statement of the legal authority and jurisdiction under which the hearing is being held.
- A reference to the particular section of the statutes and rules involved.
- A statement of the availability of relevant records for examination.
- A short and plain statement of the matters asserted.
- A statement of the right to be represented by counsel.
- All written correspondence shall be provided in English and/or interpreted in the primary language.
- If an impartial due-process hearing is held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified to conduct IDEA proceedings may consider Section 504 issues at the impartial hearing. The issues under IDEA and Section 504 shall be separately addressed in the hearing decision.

Students with Disabilities Pursuant to Section 504 (Continued)

Decision of the Hearing Officer

A copy of the hearing officer's decision shall be delivered to the district and the parent, guardian, or surrogate within thirty (30) days following completion of the hearing, which in no event shall be later than sixty (60) days after receipt of the request for a hearing.

Notification will include a statement that either party may appeal the decision.

The decision of the hearing officer is binding on all parties concerned, subject to judicial review.

Record of Hearing

A written or electronic verbatim recording of the Section 504 due-process hearing shall be on file at the district office and will be available for review upon request to the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and in the primary language of the home.

Adopted:
January 27, 2020

DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be appropriate to declassify some students with disabilities. A student may mature and develop skills such that they no longer require the special program, support services or accommodations offered by an Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Services Plan (SP). The Committee on Special Education (CSE), the CSE Subcommittee or, the Committee on Preschool Special Education (CPSE), as applicable, is responsible for making this judgment, while adhering to the requirements of federal and New York State law and regulation.

Reevaluation

Prior to determining that a student is no longer eligible for special education services and should be placed in a full-time regular education program, the CSE, CSE subcommittee, or CPSE, as applicable, will conduct a declassification evaluation of the student in accordance with the process and procedures prescribed for the evaluation and reevaluation of students with disabilities, by applicable law and regulations. However, the CSE, CSE subcommittee, or CPSE members may determine after reviewing existing evaluation data that no additional information is needed to determine the student's continued eligibility for services.

When a determination is made that no additional data is needed for reviewing a student's continued eligibility for special education services, the CSE, CSE subcommittee, or CPSE Chairperson, as applicable, will notify the student's parents of that determination and the reasons for it, and of their right to nonetheless request an assessment. Unless the student's parents make such a request, the District will not conduct any further assessments.

The District will provide the student's parents with a copy of the reevaluation report and documentation regarding the eligibility determination.

Consistent with applicable law and regulation, the District will not conduct a declassification evaluation if the reason why a student is determined to be ineligible for special education services is that he or she has either:

1. Graduated with a regular high school or Regent's diploma; or

2. Exceeded the age of eligibility for services.

However, in such an instance the District will provide the student with a summary of his/her academic achievement and functional performance that also includes recommendations on how to assist the student in meeting his or her post-secondary goals.

Declassification of Students with Disabilities (Continued)

Declassification Support Services

It is the goal of the Board of Education to provide an opportunity for the student to succeed in the transition to the regular education program. In order to facilitate that success, the CSE/CPSE may offer educational and support services for a period of time, not to exceed one (1) year.

Students exiting special education may be considered for declassification services. Declassification support services are defined in the Section 200.1 of the Commissioner of Education's Regulations and may include:

- For the student, psychological services, social work services, speech and language improvement services, non-career counseling and other appropriate support services.

- For the student's teachers, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Testing modifications recommended by the CSE will continue to be in effect unless:

- A building level team determines the test accommodations should be revised or eliminated; or;

- The student achieves a high school diploma; or

- The student ages out of school at 21 years old.

Other declassification services shall be provided for no more than a year following the declassification date. Recommendations for declassification support services and appropriate evaluation information shall be forwarded to the building administrator. The recommendation shall:

1. Identify the declassification support services,

2. Indicate the projected date of initiation, and

3. Frequency and duration of such services, not to exceed one year.

The building administrator shall also determine any additional educationally related support services, academic intervention services, or other services that may be appropriate for the child.

Declassification of Students with Disabilities (Continued)

Cross-ref: Programs for Students with Disabilities

Ref: 8 NYCRR §§ 200.1 (ooo); 200.4 (b)(4-6), (c)(3); 200.4(d)(1).

Adopted:
August 26, 2024

STUDENT RIGHTS AND RESPONSIBILITIES

The prime function of the Patchogue-Medford Schools is to establish and maintain an educational program appropriate to the differing needs of the children of this community. Participation in this educational program shall be fully cognizant of the rights and privileges extended to all citizens in a democratic society. No actions by officials of this school district shall be undertaken in denial of these entitlements. At a like level of priority shall be an obligation by all pupil participants in the educational programs to characterize such participation in a manner and style fully consistent with a recognition of the rights of others.

In this sense of mutuality, the rights of the one (1) shall become the responsibility of the other to protect and rights in conflict shall be resolved by joint accommodation.

Any restriction of the right of every student to an education and to unrestrained activities shall be undertaken only with due cause and following due process.

Inherent in school activities shall be recognition of:

A. The right to full consideration of the interests and concerns of individual students in planning and implementation of school activities. Such consideration may be extended by establishment of a student government in the separate schools of this district.

B. The right to active and vital participation in the learning process including free inquiry and discussion and balanced full by respect of the rights of fellow students to learn and the rights of faculty members to teach.

C. the right to personal expression by dress, association and freedom from discrimination except that such expression may not serve as an interference with the educational process and may not serve to endanger the health, welfare or safety of others.

As one part of a total program reflective of the spirit, of this policy, a building guide shall be published by each school of this district. Included shall be statements of procedure assuring full recognition of the rights and responsibilities peculiar to students assigned to the school building. The guide book should be revised annually under the direction of the building principal.

Student Rights and Responsibilities (Continued)

All materials under consideration for inclusion shall be submitted for review by the superintendent of schools. Only materials approved by the superintendent of schools shall be included in the guide.

Policy Submitted
November 17, 1975

Policy Adopted:
December 15, 1975

Policy Adopted:
December 16, 1991

Policy Reviewed:
January 10, 2000

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION

The Board of Education is committed to creating and maintaining a positive and inclusive learning environment where all students, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All children deserve to have equal access to opportunity regardless of the color of their skin, their gender, their sexual orientation, the language they speak or their background. This freedom is fundamental to our K-12 education program and is extended to everyone without exception. However, the district also recognizes that students have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, neurodiversity, body size, national origin, ethnic group, citizenship religion, religious practice, disability, socio-economic class; sex; sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our schools, our district or our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in school to enable them all to thrive and to build a better society.

Goals

The goal of the school district is to provide equitable, inclusive and diverse opportunities for all students to reach their highest potential. To achieve educational equity and inclusive education, the district will acknowledge the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform. The district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all racial groups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique.

In order to truly realize this goal, it is imperative that the Board, its officers, and employees, be fully conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, that contribute to the pervasive, disparate educational outcomes within our schools. Equitable and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

Equity, Inclusivity, and Diversity in Education
Goals (Continued)

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the Board's commitment to educational equity. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups. All curriculum materials shall be examined for bias. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural and cross-racial interactions that foster respect for diversity.

Equity and inclusive education is an ongoing process that requires shared commitment and leadership if a district is to meet the ever-evolving society, unique learning needs of all students, and diverse backgrounds of our communities and schools. The Board understands that equity and inclusive education is achieved when each adult collaborates and affirms each student by creating a respectful learning environment inclusive of actual or perceived personal characteristics.

Educational equity is based on the principles of fairness and ensuring that every student has access to the resources and educational rigor they need at the right moment in their education, despite any individual's actual or perceived personal characteristics, not to be used interchangeably with principles of equality, treating all students the same.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves demonstrated in their curriculum, their physical surroundings and the broader environment, in which diversity is honored and all individuals are respected.

Diversity in education means students, staff, families and community are our greatest strength and diversity is viewed as an asset. Diversity means the condition of being different or having differences, including, but not limited to, race, color, weight, neurodiversity, body size, national origin, ethnic group, religion, religious practice, age, disability, socio-economic class; sex; sexual orientation, or gender (including gender identity and expression). Embracing these diversities and moving beyond tolerance and celebration to inclusivity and respect will help the district reach our goal of creating a community that ensures that each and every voice is heard and valued.

<u>Accountability, Transparency and Review</u>

The Board, its officers and employees, accepts responsibility and will hold themselves and each other accountable for every student having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and sufficient, individually-tailored support for learning so they can achieve at excellent levels in academic and other student outcomes. The district also accepts its responsibility for moving forward on this journey and to committing time, energy and resources to develop a more equitable, inclusive, and diverse welcoming environment for all students, parents and staff. To this end, the Superintendent will establish a district-wide Equity Committee as well as an Equity and Inclusion Coordinating Committee in each school.

Equity, Inclusivity, and Diversity in Education
Accountability, Transparency and Review (Continued)

Committees will include representation from staff, administration, students and parents. The district-wide Equity Committee and the school-level committee will assist the administration in developing and implementing specific prevention

initiatives, including the adoption and revision of policies and implementation of practices designed to promote diversity, prevent discrimination, assure equitable access to high quality educational staff, facilities and materials, and to maximize student achievement for all students. The accompanying exhibit provides more detail on the specific programs and strategies implemented by the district.

The Superintendent of Schools, or designee, will adopt goals and corresponding metrics related to this policy. The district will identify the multiple indicators necessary to monitor student outcomes, engagement, and school climate, and specific data that will be used to ensure accountability for student, school, and district-wide performance; to reduce variability in outcomes; and to ensure that academic outcomes will not be predictable by actual or perceived personal characteristics and can be assessed and reported transparently to the public. Reporting may include, but is not limited to, standardized test scores; referrals, suspension and expulsion reports; the percentage of students placed in Bilingual or English as a New Language (ENL), Advanced Placement and remedial classes; as well as employee, parent and student perceptions about school.

With committee input, the Superintendent of Schools is directed to develop and implement a plan for ensuring that equitable educational opportunities are being provided to all students. In addition, the Board directs that training programs be established for students, and annually for employees, to raise awareness of the issues surrounding cultural responsiveness, equity and inclusion and to implement preventative measures to help counteract biases and practices that perpetuate achievement disparities and lead to disproportionate levels of student success. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can learn from a diverse range of experiences and points of view. Curricular materials and staffing decisions will support these efforts.

The Board of Education and the Superintendent district will monitor and review the district's metrics and equity activities to determine the extent to which district schools are complying with this policy, the progress made toward attaining the goals of this policy, whether this policy is having a positive effect on improving academic opportunities for all students and increasing family engagement and reducing achievement gaps. The Superintendent will regularly report progress on the equity, inclusivity, and diversity plan and outcomes. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Equity, Inclusivity, and Diversity in Education
Equity Policy Communication (Continued)

Equity Policy Communication

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose procedures and the district's commitment to equity and inclusion by fostering a positive learning environment that embraces all diverse, unique and individual differences.

The Superintendent, or designee(s), is directed to ensure that this policy is communicated to students, staff, and the community. This policy will be posted on the district's website, and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Policy Enforcement

The Board directs the Superintendent or designee(s) to enforce this policy and create regulations and practices to implement this policy. The Board will annually review the district's implementation of this policy and take appropriate action to ensure compliance with and enforcement of this policy.

Adopted:
March 22, 2021

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION EXHIBIT

Key Equity Definitions and Resources

The following definitions have been taken from several sources, listed below. These definitions are offered to foster a deeper understanding of equity, inclusivity and diversity.

DEFINITIONS

- **Achievement gap** refers to the unequal or inequitable distribution of educational results and benefits – the outputs. Compare to Opportunity gap and Learning gap.[1]
- **Culture** is defined as the multiple components of one's identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability. Therefore, it far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression.[2]
- **Cultural competence** refers to an ability to interact effectively with people of different cultures and is comprised of four components:
  1. Awareness of your own cultural worldview;
  2. Attitude towards cultural differences;
  3. Knowledge of different cultural practices and worldviews; and
  4. Cross-cultural skills.[6]
- **Cultural responsiveness** acknowledges the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform. [4]
- **Disaggregated data** means the numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data—i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) broken down in component parts or smaller units of data. For example, information about whether individual students graduated from high school can be compiled and summarized into a single graduation rate for a school or a graduating class, and annual graduation rates for individual schools can then be aggregated into graduation rates for districts, states, and countries. Graduation rates can then be disaggregated to show, for example, the percentage of male and female students, or white and non-white students, who graduated. Generally speaking, data is disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in standardized-test scores or enrollment patterns across different categories of students.[1]
- **Disparities** mean the unequal outcomes of one subgroup (e.g., racial or ethnic groups) as compared to outcomes for another subgroup.[3]

- **Disproportionality** is the underrepresentation or overrepresentation of a subgroup (e.g., racial or ethnic groups) compared to its percentage in the total population.[3]
- **Diversity** is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. These differences can exist along dimensions of race, ethnicity, gender, language heritage, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone. Finally, we acknowledge that categories of difference are not always fixed but can be fluid, and we respect individual rights to self-identification, as no one culture is intrinsically superior to another. [5]
- **Educational equit**y means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. [4]
- **Equity lens** means an intentional focus on analyzing or diagnosing the impact of the design and implementation of policies on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.[5]
- **Historically marginalized** refers to individuals who have not been able, due to societal constrains, to compete fairly in society (definition created by NYSSBA).
- **Inclusive education** is education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected. An inclusive school system ensures that each student can participate in the classroom and in the community in positive and contributing ways.[1]
- **Implicit bias** is defined as a belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.[1]
- **Institutional racism** is racial inequity baked into our institutions, connoting a system of power that produces racial disparities in domains such as law, health, employment, education, and so on. It can take the form of unfair policies and practices, discriminatory treatment and inequitable opportunities and outcomes.
- **Internalized racism** is the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing in negative messages about

oneself or one's racial group. For Whites, internalized privilege can involve feeling a sense of superiority and entitlement or holding negative beliefs about people of color.[2]

- **Learning gap** refers to relative performance of individual students—i.e., the disparity between what students have actually learned and what they were expected to learn at a particular age or grade level, as compared to "achievement gap" and "opportunity gap".[1]
- **Microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of targeted persons, demean them on a personal or group level, communicate the perception that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment. [2]
- **Opportunity gap** is the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.[1]
- **Rigor** is defined as instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.[1]
- **Socioeconomic status** is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control.[2]
- **Sociocultural responsiveness** involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students.[2]
- **Student engagement** is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of "student engagement" is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged". [1]

SOURCES

1. The Glossary of Education Reform. (2014). An online resource produced by the Education Writers Association and the Nellie Mae Education Foundation. Available at https://www.edglossary.org Accessed 4/15/2020
2. Culturally Responsive-Sustaining Education (CR-S), New York State Education Department. (2018) Available at http://www.nysed.gov/bilingual-ed/culturally-responsive-sustaining-education-framework Accessed 2/25/2020
3. Key Equity Terms and Concepts: A Glossary for Shared Understanding. (2019). Center for the Study of Social Policy. Available at https://cssp.org/our-work/project/equity-justice#glossary-of-terms Accessed 6/25/2020
4. New York State's Final Every Student Succeeds Act (ESSA) Plan Summary. (2018). New York State Education Department. Available at www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan-summary.pdf Accessed 7/25/2020
5. Equity Lens. (2018). University of Minnesota. Available at https://policy.umn.edu/equity-lens Accessed 8/18/2020
6. Equity Toolkit for Administrators. (2010). Colorado Department of Education and the Office of Language, Culture and Equity. Available at https://www.cde.state.co.us/sites/default/files/documents/cde_english/download/resources-links/equity%20toolkit%20final_2010.pdf Accessed 8/10/2020

RESOURCES

Equity in Education

Equity in Education: What it is and why it Matters
https://www.thinkingmaps.com/equity-education-matters/

RIDES Improvement Cycle for Equity– Overview and Usage Guide
https://rides.gse.harvard.edu/equity-improvement-cycle

Advancing and Advocating for Social Justice & Equity
https://www.nameorg.org/learn/what_is_equity.php

NSBA Center for Public Education
Educational Equity: What does it mean? How do we know when we reach it?

Equity Literacy Institute
www.equityliteracy.org

Race and Diversity

Responding to Hate and Bias at School
www.tolerance.org/magazine/publications/responding-to-hate-and-bias-at-school

How school and district leaders can address systemic racism with their communities.
EAB: Education Technology, Services, and Research.
https://eab.com/insights/blogs/district-leadership/address-systemic-racism-school-district-leaders/

Equity Lens

Maryland Association of Boards of Education Equity Lens Poster
MABE Equity Lens 2018

Northeast Regional Education Service District (NWRESD)
NWRESD Equity Lens

National Equity Project Lens of Systemic Oppression
https://nationalequityproject.org/resources/featured-resources/lens-of-systemic-oppression

Equity Lens, University Policy Program, University of Minnesota
https://policy.umn.edu/equity-lens

Glossary of Terms

The Glossary of Education Reform
www.edglossary.org

Racial Equity Tools
https://www.racialequitytools.org/glossary

School Boards

Ten Ways School Boards Can Champion Racial Equity
https://www.iasb.com/about-us/publications/journal/2018/march-april/ten-ways-school-boards-can-champion-racial-equity/

LGBT

American School Counselor Association Webinar (1/24/17)
Creating an LGBT- inclusive School Climate

Students with disabilities

Inclusion Works!
http://www.mcie.org/site/usermedia/application/11/inclusion-works-(2010).pdf

Rural Schools

American Association of School Administrators, "Leveling the Playing Field for Rural Students" Nov. 2017
Leveling The Playing Field For Rural Students - AASA

Education Writers Association, "Why it's Time to Focus on Equity in Rural Schools"
https://www.ewa.org/blog-educated-reporter/why-its-time-focus-equity-rural-schools

Immigrant students

Mid-Atlantic Equity Consortium (MAEC)
Exploring Equity Issues: Promoting a Safe and Welcoming Environment for Immigrant Students

Edutopia and Lucas Education Research "Equity for English-Language Learners"
https://www.edutopia.org/blog/equity-for-english-language-learners-rusul-alrubail

Best Practices for Serving ELL Students and Families
www.tolerance.org/magazine/publications/serving-ell-students-and-families

Climate/Culture

NYSED, Culturally Responsive-Sustaining Education Framework
http://www.nysed.gov/bilingual-ed/culturally-responsive-sustaining-education-framework

Equity Assistance Center, "Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably" (2016)
https://educationnorthwest.org/resources/culturally-responsive-teaching-guide-evidence-based-practices-teaching-all-students

National School Climate Center
www.schoolclimate.org

Social Emotional Learning

National Equity Project
https://nationalequityproject.org/about/social-emotional-learning-equity

Recruiting and hiring

Learning Policy Institute, "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color" (2018)
https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION REGULATION

The following outlines the process for achieving educational equity and the elimination of barriers and bias, particularly institutionalized racism and cultural biases, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

Educational equity means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. Resource allocation will support the definition of educational equity adopted in this regulation and board policy while complying with state and federal funding requirements.

Educational equity ensures that all students have equal access to courses, teachers, school environments, regardless of students' race or ethnicity, socio-economic status, or language.

A. Eliminate and Disrupt Systemic Inequities

The Board of Education believes that all students can learn and that every student has a right to an equitable educational experience and a sense of belonging at school. Therefore, the Board and district officers will intentionally act to reduce achievement gaps and to establish a climate of high expectations for all learners, regardless of the color of their skin, their gender, their sexual orientation, the language they speak**,** or their background. To achieve high levels of achievement and eliminate and disrupt systemic inequities, the Board and its leaders will:

1. lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;
2. acknowledge historical institutions, such as racism, sexism, classism, ableism, heterosexism and other forms of oppression or "isms," that has systematically limited the educational and societal advancement of marginalized groups.
3. promote and publicly announce actions that address systemic inequities at both the building and district levels;
4. develop and support effective equity and inclusive leadership at the school and district levels;
5. develop a shared district and community understanding and definition of equity (or at least a working definition), inclusion and, diversity;
6. invite and include people from diverse backgrounds to examine issues and develop solutions that address root causes and systems rather than one-time fixes;
7. address opportunity and achievement gaps at every level of our district through review of policies, procedures, and practices necessary to ensure success for every student;

Equity, Inclusivity, and Diversity in Education Regulations (Continued)

8. eliminate practices, including policies and procedures, that result in predictably lower academic achievement for any student group, especially those historically marginalized groups, compared to other students or groups.
9. model racial and ethnic equity, inclusion, and diversity in business and operational practices;
10. develop reporting, investigation, communication, and accountability processes related to actions of racism and occurrences
11. provide professional development to address the role and presence of bias, prejudice, and racism, the district will:

    - address the impact on historically marginalized learners;
    - address the causes of distrust/mistrust in marginalized communities; and
    - dismantle narratives and structures that promote discrimination and problematize students, especially students of color.

B. Ensure Systemic Equity

To ensure educational equity for all, the district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. The district will:

1. intentionally seek and include voices (e.g., student government) and experiences of students who have historically been excluded from leadership roles are actively engaged in the development and implementation of culturally responsive teaching and learning practices and curriculum;
2. engage family and community members in the development and implementation of culturally appropriate and effective partnerships between home and school;
3. invite and include community members to bring multiple perspectives to examining and solving issues that arise; and,
4. ensure each school building is welcoming and inclusive to all who enter.
5. establish, support, and sustain building-level and district-wide equity and inclusion committees consisting of varied community leaders, including students, parents, staff, and administrators to strengthen community dialogue regarding equity, inclusion and, diversity initiatives.
6. review existing policies, programs, professional development, and procedures to ensure the promotion of equity, and all applicable new policies, programs, and procedures will be developed using an equity lens.

7. remedy the practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under-representation of groups in programs such as talented and gifted and Advanced Placement;
8. provide every student, regardless of the color of their skin, their gender, their sexual orientation, the language they speak or their background, with equitable access to high quality and relevant instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
9. be intentional about attracting, retaining, and supporting a workforce that reflects the diversity of our student body;
10. ensure a positive, supportive, and academically rigorous school environment that engages all students and includes multiple pathways for success;
11. create and implement culturally responsive instructional practices, curriculum and assessments;
12. recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel;
13. create multiple pathways to success in order to meet the needs of students, and will actively encourage, support, and expect high academic achievement for students from all student groups. The district will not let preconceived ideas prevent every student from graduating ready to succeed in a diverse society.
14. provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.

C. Use Data and Metrics

The district will ensure that information related to students is used as a data set in school improvement efforts, including but not limited to, the following:

1. access to educational opportunities;
2. student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
3. the amount of federal funding allocated to each school;

4. the annual funding allocated to each school outside of federal funding;
   - the number of highly qualified teachers at each school as defined by the New York State Department of Education (NYSED) and the number of highly effective teachers;
   - the experience level of teachers at each school; and
   - the teacher retention rate at each school.
5. the allocation of funding for resources (personnel and non- personnel) will be provided based upon student enrollment (baseline data);
6. a differentiated funding formula for schools with significant percentages of students in subgroups such as race/ethnicity, socioeconomic status (SES), English language learners (ELL), students with disabilities (SWD), and identified gifted will be developed and implemented;
7. the facilities condition index;
8. the allocation of experienced teachers;
9. the annual funding allocation to each school; and
10. the extent of family and community engagement and involvement

D. Implement an Equity Lens

The purpose of an equity lens is to be intentionally inclusive as the district makes decisions. It poses questions that help the decision-makers focus on equity in both the process and outcomes. These questions are designed to create a more inclusive perspective, drawing attention to how the decision holds the potential to affect marginalized groups. By applying an equity lens, the district intends to:

1. identify clear goals, objectives, and measurable outcomes;
2. provide a common vocabulary and protocol for evaluating policies programs, practices, and decisions for racial equity; and
3. produce policies, programs, practices, and decisions which result in more equitable outcomes.

The district will apply an equity lens when making any decisions that will have an impact on students by answering the following questions:

1. What is the action or policy in question?
2. What does the data show about the impact of the action on student achievement, opportunity, and climate?
3. If there are disparity gaps between groups, why do they exist?
4. Which individuals are missing in the discussion to address disparities?
5. How will the district mitigate the disparities?

Equity, Inclusivity, and Diversity in Education Regulations (Continued)

E. Monitoring and review

The Superintendent of Schools or their designee, in consultation with the Board, will monitor our effectiveness, and report annually, on the progress of the district's equity goals outlined in this plan, as well as policy 0105, and on the district's overall progress in removing barriers and effectively serving all students. To facilitate this review, the district will conduct the following activities:

- Conduct Equity WALKS in order to evaluate the classroom environment, curriculum, and public spaces;
- Evaluate and modify recruitment, hiring, and retention practices as necessary;
- Provide professional development opportunities;
- Continue to embed Restorative Practices within the learning environment in all schools;

Adopted:
March 22, 2021

CLASS RINGS

Language in the State Constitution has long and consistently been held to prohibit the use of school premises or school district personnel for a commercial undertaking unless the activity has "a school purpose." The Board of Education has been advised that the Commissioner of Education has determined that where specified conditions are met the promotion and sale of class rings on school premises will be regarded as having a school purpose and will not be considered to violate the "gifts and loans" provision of the State Constitution. As a result of the Commissioner's determination, the Board of Education authorizes the promotion and sale of class rings for senior high school students. The following procedures are to be met:

A. Any and all manufacturers, jewelry stores and other suppliers are to be given equal opportunity to seek class ring business. The high school principal will give notice in the official newspaper of the school district indicating the time, place and conditions for interested suppliers to be given an opportunity to present their rings and programs. This notice must be given at least 30 days in advance.

B. The high school principal will create a student class ring committee which will advise the principal about the selection of the class ring supplier after it has analyzed the presentation of interested suppliers.

C. Meetings of students with class ring company representatives will be held at convenient non-academic times such as during lunch hours or after school.

D. The promotional aspects of class ring sales may include auditorium presentations, posters and ads in the high school newspaper.

E. The high school principal may designate a teacher or other staff member who is involved with class activities to assist the students with the promotion, sale and delivery of class rings. No district staff member, however, may be compelled to assist in this regard.

F. The high school principal will grant authorization to school ring company representatives to participate in school presentations or to distribute promotional material to students and parents.

G. Actual sales may be conducted in the high school during non-academic times and school ring company representatives may assist students during the sale periods.

Class Rings (Continued)

H. Delivery and distribution of rings must be made in the high school during non-academic times as regulated by the school principal. Distribution may be made at an "event" such as a dance or ceremony.

An amount equal to twenty (20%) percent of the deposits on rings made by the students, shall be held in a separate escrow account naming the school district as escrow agent. This escrow account shall be established to ensure that the school ring company complies with all of its contractual obligations with respect to delivery of the rings and with respect to subsequent student complaints which may arise. The account shall be interest bearing and, upon full compliance by the school ring company with its contractual obligations, the school district shall release the funds to the company.

This policy shall become effective with the commencement of class ring sales for the high school graduating Class of 1988.

Policy Adopted:
February 16, 1987

Policy Revised:
December 16, 1991

Policy Reviewed:
March 8, 2001

CORPORAL PUNISHMENT/EMERGENCY INTERVENTION

Corporal Punishment

Corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, is not acceptable in Patchogue-Medford Union Free School District and will not be allowed as a disciplinary measure. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot be used, reasonable physical force may be used to protect oneself, another student, teacher or any other person from physical injury.

In any case where physical force is used for one of the above reasons, the following reporting procedure must be used:

1. The teacher or principal who has used physical force on a student must file a written report immediately with his/her assigned immediate superior. The principal of the school in which the incident occurred must always be immediately advised of it as well.
2. The report will give the details of the incident, including what led to the action, what force was used, why the force was used, and what measures, if any, were taken to avoid the use of physical force.
3. The report will be kept on file in the school office and will be available upon request to the parent of the student involved.
4. The parent will be given an opportunity to have a conference with the student, teacher and administrator(s) involved in the incident to discuss the situation. The conference will occur at a mutually agreeable time and place.
5. The school principal is responsible for immediately reporting all incidents of the use of physical force on students to the superintendent.
6. The Superintendent of School will promptly inform the Board of Education of all incidents where physical force is used with a student.

Alternative procedures and methods not involving the use of physical force include, but are not limited to:

1. The use of verbal de-escalation strategies;
2. Issuing clear directions to the offending student;
3. Explaining the consequences of the student's actions to the student; and
4. Enlisting the aid of another district employee.

Corporal Punishment/Emergency Intervention (Cont'd.)

Investigation of Complaints

Any claim about the use of corporal punishment shall be submitted in writing by the complainant to the superintendent of schools. This written complaint will be forwarded to the school attorney within seven (7) school days. The superintendent or designee shall investigate the complaint to determine whether an incident actually took place and, if so, to determine the identity of the person or persons who administered the corporal punishment, the identity of the student or students involved, reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the school attorney upon completion of the investigation.

Reports to the Commissioner of Education

Reports shall be submitted to the Commissioner of Education on or before January 15 and July 15 of each year concerning the complaints about the use of corporal punishment during the six-month reporting period. Such reports shall set forth the substance of each complaint, resolutions of the investigation, and the action, if any, by the district.

Aversive Behavioral Interventions

Aversive behavioral interventions, defined as an intervention that is intended to induce pain or discomfort for the purpose of eliminating or reducing student behavior, is not acceptable in Patchogue-Medford Union Free School District and will not be allowed as a disciplinary measure. Such prohibited aversive interventions include:

1. contingent application of noxious, painful, intrusive stimuli or activities; strangling, shoving, deep muscle squeezes or other similar stimuli;
2. any form of noxious, painful or intrusive spray, inhalant or tastes;
3. contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful;
4. movement limitation used as a punishment, including but not limited to helmets and mechanical restraints; or
5. other stimuli or similar actions.

The term shall not include interventions such as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.

Corporal Punishment/Emergency Intervention (Cont'd.)

Prone Restraint

Prone restraint, defined as physical or mechanical restraint while the student is in the face down position, is not acceptable in Patchogue-Medford Union Free School District and will not be allowed as a disciplinary measure.

Seclusion

Seclusion, defined as the involuntary confinement of a student alone in a room or space that they are physically prevented from leaving or they may perceive that they cannot leave at will, is not acceptable in Patchogue-Medford Union Free School District and will not be allowed as a disciplinary measure. However, the term "seclusion" does not include a "timeout".

Timeout

The Patchogue-Medford Union Free School District acknowledges that it is authorized by law to use "timeouts" in a limited manner. The term "timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control, and preparing the student to meet expectations to return to their education program in accordance with subdivision (d) of 8 NYCRR § 19.5. The term "timeout" shall not include:

1. a student-initiated or student-requested break to utilize coping skills, sensory input, or self-regulation strategies;
2. use of a room or space containing coping tools or activities to assist a student to calm and self-regulate, or the use of such intervention strategies consistent with a student with a disability's behavioral intervention plan; or
3. a teacher removal, in-school suspension; or any other appropriate disciplinary action.

Except for situations that pose an immediate concern for the physical safety of a student or others, the use of timeout shall be used to assist students to calm and self-regulate or in conjunction with a behavioral intervention plan (BIP) as permitted by 8 NYCRR § 200.22. District employees shall return the student to their educational program as soon as the student has safely deescalated, regained control and is prepared to meet expectations.

Physical Restraint

The Patchogue-Medford Union Free School District acknowledges that it is authorized by law to use physical restraints in a limited manner. The term physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not include a physical escort or brief physical contact and/or redirection to promote student safety, calm or comfort a student, prompt or guide a student when teaching a skill or assisting a student in completing a task, or for other similar purposes.

Corporal Punishment/Emergency Intervention (Cont'd.)

Legally Authorized Limited Use of Timeout and Physical Restraint

Positive, proactive, evidence and research-based strategies through a multi-tiered system of supports shall be used to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout and physical restraint, and improve school climate and the safety of all students. Timeout and physical restraint may be used only when:

1. other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others;
2. there is no known medical contraindication to its use on the student; and
3. school staff using such interventions have been trained in its safe and appropriate application in accordance with the requirements of applicable law.

Timeout and physical restraints shall not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior.

Staff Training

All District employees shall receive annual training on the school's policies and procedures related to the use of timeout and physical restraint; evidence-based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques. Additionally, any District employee who may be called upon to implement timeout or physical restraint, shall receive annual, evidence-based training in safe and effective developmentally appropriate timeout and physical restraint procedures.

Documentation

The District shall maintain documentation of each incident involving the use of timeout, including timeout used in conjunction with a student's behavioral intervention plan consistent with applicable law, and/or physical restraint on each student, which shall include:

1. the name and date of birth of the student;
2. the setting and location of the incident;
3. the name of the staff who participated in the implementation, monitoring and supervision of the use of timeout and/or physical restraint and any other persons involved;
4. a description of the incident including duration, and for physical restraint, the type of restraint used;
5. whether the student has an individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for the student by the school;

Corporal Punishment/Emergency Intervention (Cont'd.)
Documentation (Continued)

6. a list of all positive, proactive intervention strategies utilized prior to the use of timeout and/or physical restraint; and for students with disabilities, whether those strategies were consistent with a student's behavioral intervention plan, if applicable;
7. the details of any injuries sustained by the student or staff during the incident and whether the student was evaluated by the school nurse or other medical personnel;
8. the date and method of notification to the parent or person in parental relation and whether a meeting was held; and
    a. the date of the debriefing held consistent with the requirements of applicable law.

Parental Notification

The District will ensure same day notification to a parent or person in parental relation to the student following the use of timeout, including timeout used in conjunction with a student's behavioral intervention plan consistent with applicable law, or use of a physical restraint. When the student's parent or person in parental relation cannot be contacted, after reasonable attempts are made, the school principal or building administrator shall record such attempts. For students with disabilities, the school principal or building administrator shall report such attempts to the student's committee on preschool special education or committee on special education. Such notification shall offer the parent the opportunity to meet regarding the incident. Further, the District will provide the parent or person in parental relation to the student a copy of the documentation of the incident within three school days of the use of timeout or a physical restraint.

Compliance with Reporting Requirements Beginning with the 2024-2025 School Year

Beginning with the 2024-2025 school year, the Patchogue-Medford Union Free School District will submit an annual report on the use of physical restraint and timeout and substantiated and unsubstantiated allegations of use of corporal punishment, mechanical restraint and other aversive interventions, prone physical restraint, and seclusion to the New York State Department of Education, on a form and at a time prescribed by the Commissioner in accordance with 8 NYCRR § 100.2(bb)(2).

Legal Reference: 8 NYCRR § 100.2; 8 NYCRR § 19.5; 8 NYCRR § 200.22

Policy Adopted:
January 19, 1976
Policy Revised:
May 20, 1985

Corporal Punishment/Emergency Intervention (Cont'd.)

Policy Revised:
December 16, 1991
Policy Revised:
November 20, 2000
Policy Revised:
October 24, 2022
Policy Revised:
October 28, 2024

Corporal Punishment (Continued)
Aversive Behavioral Interventions (Continued)

COMPREHENSIVE POLICY FOR ALCOHOL, TOBACCO AND SUBSTANCE ABUSE

The Board of Education of the Patchogue-Medford School District is committed to the prevention of alcohol, tobacco and other substance use or abuse. This policy describes the philosophy of the district and the program elements the district will use to promote healthy lifestyles for its students and staff.

No person may use tobacco and use, possess, sell or distribute alcohol or other substances, nor may any person use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. The terms "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including alcohol, inhalants, vaporizers and attendant paraphernalia, electronic cigarettes, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events; any person exhibiting behavior, conduct or personal or physical characteristics indicative of having used or consumed alcohol and or other substances or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other substances.

PHILOSOPHY

The district will use the following principles as guides for the development of its substance prevention efforts and for any disciplinary measures related to substance abuse:

* Alcohol, tobacco and other substance abuse is preventable and treatable.

* Alcohol and other substance abuse inhibits the district from carrying out its central mission of educating students.

* The behavior of the Board of Education, the administration and all school staff should model the behavior asked for students.

* While the district must assume a leadership role in alcohol, tobacco and other substance abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff and the community as a whole.

Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)

PRIMARY PREVENTION

The intent of primary prevention programming is to prevent or delay the onset of alcohol, tobacco and other substance abuse by students. The components of this programming shall include:

A. A sequential K-12 prevention curriculum that provides for:

* Accurate and age-appropriate information about alcohol, tobacco and other substances, including the physical, psychological and social consequences of their abuse.

* Information about the relationship of alcohol and other substance use or abuse to other health-compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide and dropping out of school.

* Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy lifestyles.

* Helping students identify personal risk factors of alcohol, tobacco and other substance abuse and the steps needed for risk reduction.

* Helping students develop a positive self-concept.

* Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.

B. Training school staff, parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home, school and community.

C. Community education about the issues of alcohol, tobacco and other substance abuse as a basis for providing a consistent message to district youth.

D. Positive alternatives to alcohol and other substance abuse such as peer leadership programs, service projects and recreational and extracurricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)

INTERVENTION

The intent of intervention programming is to eliminate any existing abuse of alcohol, tobacco and other substances and to identify and provide supportive services to kindergarten through twelfth grade students at high risk for such abuse. The components of such programming shall include:

A. Providing alcohol, tobacco and other substance abuse assessment and counseling services for students.

B. Developing a referral process between district schools and community providers.

C. Identifying and referring students to appropriate agencies when their abuse of alcohol, tobacco or other substances requires counseling and/or treatment.

D. Providing aftercare services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.

E. Providing individual, group and family counseling targeted at students at high risk for alcohol, tobacco or other substance abuse.

F. Educating parents on when and how to access the district's intervention services.

G. Confidentiality -- ensuring confidentiality as required by federal or state law.

STAFF DEVELOPMENT

The Board recognizes that if the administrative, instructional and non-instructional staff are to be responsible for understanding, implementing and modeling this policy, they must be trained about the components of an effective alcohol and other substance prevention program.

Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)
Staff Development (Continued)

Staff training will be an ongoing process including the following:

A. For all staff: (a) an understanding of why individuals use and abuse alcohol, tobacco and other substances; (b) their role in implementing this policy, including how to identify students who exhibit high-risk behaviors or who are using or abusing alcohol, tobacco and other substances and how to refer these students to the appropriate services established by this policy; (c) awareness of personal risk factors for alcohol and other substance use so that they may identify personal problems and seek assistance; and (d) awareness of the special needs of students returning from treatment (aftercare).

B. Additionally for teachers: the knowledge and skills necessary to implement the district's K-12 alcohol and other substance prevention curriculum.

C. For intervention staff: appropriate staff training for those identified to carry out the intervention function to assure that their assessment, individual, group and family counseling and referral skills support the needs of high-risk youth.

D. For prevention staff: appropriate staff training to assure that they have the necessary knowledge and skills to support the application of prevention concepts through programming targeted at the school, home and community.

IMPLEMENTATION, DISSEMINATION AND MONITORING

The Board of Education charges the superintendent of schools to collaborate with district staff, parents, students, community members, organizations and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

The superintendent of schools is responsible for providing the Board with an annual review of this policy, the programs and strategies implementing it and recommendations for revisions in the policy.

Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)

DISCIPLINARY MEASURES

Suspension of Students for Drug and Alcohol Abuse
Subsection 5145.1

While on school district property or while otherwise under the jurisdiction of the school district, students enrolled in the Patchogue-Medford School District who are under the influence of drugs or alcohol or possess, use, dispense or sell drugs or alcohol or possess any drug paraphernalia or electronic cigarettes or vaporizing paraphernalia will upon evidence that is satisfactory to the school principal, and consistent with the due process procedures set forth in Education Law, Section 3214, be immediately suspended by the school principal for a period of five (5) days duration and will be referred to the superintendent of schools for a hearing pursuant to Education Law, Section 3214 for consideration of an appropriate period of suspension which may be more than five (5) days in duration . During the suspension period, a plan of action to deal with the student's problem will be developed. Persons acting in parental authority and the student will be invited to participate with school personnel in the formulation of an effective intervention plan.

During the period of suspension, any student appearing on school property without the express permission of school district personnel shall be subject to arrest for trespassing.

Administrators are to observe the due process procedures set forth in Education Law, Section 3214. Students and parents have a right to appeal decisions in writing to the superintendent of schools and/or the Board of Education.

Students who are disciplined for any of these infractions will be referred to the intervention services established by this policy, or in the case of district staff, will be referred to the Employee Assistance Program.

Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)

Policy Publication
Subsection 5145.2

A copy of Subsection 5145.1 of this policy will be printed in all student and parent handbooks. The principal of each school will undertake a comprehensive program annually to communicate this policy effectively to the students, their parents and the faculty.

Policy Adopted:
August 28, 1973
Policy Revised:
November 18, 1974
Policy Revised:
May 20, 1985
Policy Revised:
September 17, 1990
Policy Revised:
December 16, 1991
Policy Revised:
November 20, 2000
Policy Revised:
May 20, 2002
Policy Revised:
January 28, 2019

Administrative Regulation

COMPREHENSIVE POLICY FOR ALCOHOL, TOBACCO AND SUBSTANCE ABUSE

The State Education Department, Special Unit on Health and Drug Education, established guidelines for school programs in Prevention of Drug Abuse in the fall of 1970, which read in part:

"Schools are an integral part of the community, and school staff should share with others the responsibility for understanding the size and nature of the problem, and public schools in New York state have no legal authority for treatment but must accept the fact that some students are, or may become, drug abusers. Administrators, teachers and other staff should make earnest efforts to assist students to develop effective means of their own for dealing with the drug problem. We believe that the breakdown of communications between students and adults contributes greatly to the drug abuse problems and inhibits our ability as a society to work effectively toward its resolution. There should be efforts to assist students to acquire those skills and leadership capabilities which will permit them to make effective use of adult support.

"For students who are abusers in various stages of drug dependency, schools should accept responsibility for advice to families, referrals to appropriate health and social agencies, and cooperation with professional and lay persons who are interested and qualified to help such students." (Responsibility to law enforcement agencies is set forth in 3C below.)

A. **Definitions**

Drugs - A drug is any chemical agent which has an affect on the "usual" functioning of the mind or the body, such that perception and behavior are altered, e.g. alcohol, narcotics, barbiturates and other sedatives, amphetamines and other stimulant drugs, marijuana and other hallucinogens.

Drug Abuse - Every drug can be harmful when taken in excess. Drug abuse is the taking of a drug as an effort by individuals to feel psychologically different than they do.

B. **Legal Requirements**

1. The immediate concern is with the drug abuse -- either using or "pushing" drugs. Does the student's conduct or the student's physical or mental condition provide disruptive to the educative process or endanger the health, safety or

Administrative Regulations (Continued)
Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)
B. Legal Requirements (Continued)
1. (Continued)

morals of the student or of others? (New York State Education Law, Section 3214.) Whether discipline is meted out to such students, and the measure and extent of such discipline, is within the discretion of the local school authorities.

2. School officials will assume no authority to waive legal rights of students. Due process procedures must be followed.

C. **Personnel Status**

1. If a police officer seeks to arrest or question a student on school grounds, the school officials should immediately notify a parent of the student of the facts so that the parent may react to the developments. When efforts to reach parent(s) or guardians are unsuccessful, the school must assume the role of the parent, i.e., locus parentis.

2. Parents who surrender their children to the school environment have a right to expect certain safeguards. It is the affirmative obligation of the school authorities, i.e., the superintendent of schools' delegatees, to investigate any charge that a student is using or possessing narcotics and to take appropriate steps if the charge is substantiated.

3. School officials are faced constantly with the pressing and serious obligation to the individual student, the student body, the school and the community. The Laws of the State of New York provide no statutory protection for the confidential communications made to school employees such as psychologists (unless certified) social workers, guidance counselors or others.

    a. All pupil personnel records are confidential as far as third parties are concerning, with the school and the parent being the first and second parties.

    b. School employees may find it necessary, for the protection of the student and the student's family, to keep information obtained by or about the student in confidence.

<u>Administrative Regulations</u> (Continued)
Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)
C. <u>Personnel Status</u> (Continued)
3. (Continued)

c. It may be essential for the protection of the school and its staff to disclose information with care, discretion and tact.

d. School authorities should cooperate with local law enforcement agencies. However, police or other investigators have no right to question students at school or remove students from the school premises without a warrant or Court Order and unless a crime has actually been committed on the school property.

e. Information about drug use and abuse obtained from pupils and parents should be considered privileged with right to disclosure belonging to the pupil and the pupil's family.

f. Student records shall be managed in accordance with the principles of Family Educational Rights and Privacy Act (FERPA) and 42 CFR Part II.

D. **<u>Operational Procedures</u>**

Regulations set forth herein are primarily concerned with a reasonable exercise of the power and discretion vested in the school authorities.

Any school personnel being apprised of patterned misuse and abuse of drugs by students must assume responsibility to encourage those students toward communicating this misuse or abuse with parents or available school drug personnel or guidance counselors.

1. Referrals to appropriate school staff should be made as quickly as possible when needed.

2. The earliest possible discretionary notification should be made to parents.

3. School staff contacted by students who misuse or abuse drugs will maintain confidential working informal files. Informal confidential working files are not part of permanent pupil personnel records.

<u>Administrative Regulations</u> (Continued)
Comprehensive Policy for Alcohol, Tobacco and Substance Abuse (Continued)
D. <u>Operational Procedures</u> (Continued)

4. When a staff member counseling a student receives information from the student that the student (1) has committed a major crime and/or (2) is abusing alcohol, tobacco or other substances, and/or (3) is pregnant and/or (4) is contemplating self-destruction; that counselor must assume responsibility for the counselor's own, for the student's and for the school district's physical and legal protection by notifying appropriate personnel, i.e., the superintendent of schools' delegatees, e.g., community counselor and/or building principal and parent or guardian. This step should be taken only after the facts have been clearly established.

5. The courts have upheld the right of school personnel to search students when it is determined that there is some basis to indicate that the student possesses illicit material. School authorities have the right to inspect school property such as lockers and desks. This prerogative must be exercised with extreme care, discretion and tact.

Regulations Adopted:
September 17, 1990

Regulations Revised:
December 16, 1991

TOBACCO USE ON SCHOOL PROPERTY AND GROUNDS

I. RATIONALE

The Patchogue-Medford School District recognizes its responsibility to promote the health, wellbeing and safety of students, staff and others on school property and all school grounds. Research conclusively proves that:

- Tobacco use is the single most preventable cause of death in the United States;
- Regular use of tobacco is ultimately harmful to every user's health, directly causing cancer, respiratory and cardiovascular diseases, adverse pregnancy outcomes, and premature death;
- Second-hand smoke is a threat to the personal health of everyone, especially persons with asthma and other respiratory problems;
- Nicotine is a powerfully addictive substance;
- Tobacco use most often begins during childhood or adolescence;
- The younger a person starts using tobacco, the more likely he or she will be a regular user as an adult;
- Many young tobacco users will die an early, preventable death because of their decision to use tobacco;
- Use of tobacco interferes with students' attendance and learning;
- Smoking is a fire safety issue for schools.

Prevention programs in schools are most effective when supplemented by strong tobacco-free policies and when they are part of a broader school, community, and state effort to reduce youth smoking. In light of this information, and to be consistent with school curriculum and federal and state law, it is the intent of the Patchogue-Medford School District to establish a tobacco-free environment.

II. DEFINITIONS

A. Tobacco: means any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; as well as a spit tobacco, also known as smokeless, dip, chew, and snuff, and any other spit tobacco product in any form.

B. School Property: means any building, structure or vehicle owned, leased or contracted by the Patchogue-Medford School District.

C. School Grounds: means property surrounding buildings and structures, athletic grounds, parking lots, or any other outdoor property owned, leased or contracted by the Patchogue-Medford School District.

Tobacco Use On School Property And Grounds (Cont'd.)

III. TOBACCO USE PROHIBITED

No person is permitted to use tobacco in any way at any time, including non-school hours on either school property or school grounds.

IV. TOBACCO EDUCATION

Instruction to discourage the use of tobacco shall be included in the health education provided for all elementary school pupils taught by either classroom teachers and/or by community-based educational liaisons (i.e. Police Smart).

Consistent with Board of Education Policy #5145, specific to tobacco use, the district will offer programs in the K-12 school curriculum in a manner supportive of health education regarding tobacco. Staff responsible for teaching tobacco-use prevention shall have adequate training and participate in ongoing professional development activities to effectively deliver the education program as planned.

V. TOBACCO POSSESSION

No student is permitted to possess tobacco on school property, grounds, or at school sponsored events on school grounds.

VI. TOBACCO DISTRIBUTION

Distribution or sale of tobacco, including any smoking device is prohibited on school property or school grounds.

VII. TOBACCO PROMOTION

Tobacco advertising is prohibited on school property, grounds, at any school sponsored event or activity off campus, and in all school-sponsored publications. The school will request tobacco-free editions of all publications in school libraries. School acceptance of gifts or funding, or parent/classroom educational materials from the tobacco industry is prohibited.

Tobacco Use On School Property And Grounds (Cont'd.)

VIII. TOBACCO CESSATION INTERVENTION

Referrals and access to community resources and programs to help students and staff overcome tobacco addiction shall be provided to students and staff. School counselors, health-services and community agencies are encouraged to establish voluntary tobacco-use cessation programs at school.

IX. NOTICE

Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy, including all building entrances, grounds, and vehicles. Signs shall include "No Smoking" or the international "No Smoking" symbol.

The Patchogue-Medford School District shall also notify students, parents/guardians, staff and other school visitors annually of the tobacco-free policy in written materials including, but not limited to handbooks, manuals, contracts, newspapers, newsletters and/or web-site postings.

X. ENFORCEMENT

Enforcement of this policy shall be equitable and consistent, in accordance with the student code of conduct, and employee personnel policies.

Student violations of this policy will lead to disciplinary action up to and including suspension from school. Student participation in a tobacco cessation program and/or tobacco education class may be allowed as an alternative to discipline. Parents will be notified of violations involving their child and subsequent action taken by the school.

Employee violations of this policy may lead to disciplinary action in accordance with personnel policies, collective bargain agreements, and/or applicable law.

Violations by others will result in appropriate sanctions as determined and imposed by the Superintendent or the Board of Education.

Tobacco Use On School Property And Grounds (Cont'd.)

XI. ADMINISTRATIVE RULES

The Superintendent will develop administrative regulations as necessary to implement this policy, including provisions for notification of the school's policy; disciplinary consequences; and procedures for filing and handling complaints about violations of the school's policy.

The Superintendent shall ensure that the school's tobacco-use prevention program, policies, curriculum, training and cessation programs are evaluated at regular intervals. The input of students, staff, parents and others from the community will be encouraged.

This policy shall be in force at all times.

Policy Adopted:
July 15, 1985
Policy Revised:
January 15, 1990
Policy Revised:
December 16, 1991
Policy Revised:
January 17, 1995
Policy Revised:
March 25, 2002
Policy Revised:
May 20, 2009

CHILD ABUSE IN AN EDUCATIONAL SETTING

As part of Chapter 181 the Laws of 2000, the Safe Schools Against Violence in Education (S.A.V.E) Legislation, Article 23-B was added to the Education Law. In accordance with the statutes, the following policy has been adopted and takes effect July 1, 2001.

I. Definitions

The following definitions are applicable for this policy:

A. Child abuse shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:
   1. Intentionally or recklessly inflicting physical injury, serious physical injury or death.
   2. Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death.
   3. Any child sexual abuse defined in paragraph "I" below.
   4. The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.

B. "Child" shall mean a person under the age of twenty-one (21) years of age enrolled in a school district in this state.

C. "Employee" shall mean any person receiving compensation from the school district or employee of a contracted service provider or a worker placed within the school under a public assistance employment program, pursuant to Title Nine-B of Article Five of the *Social Services Law*, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

D. "Volunteer" shall mean any person other than an employee, who provides services to a school or school district which involves direct student contact.

E. "Educational Setting" shall mean the buildings and grounds of a public school district, the vehicles provided by the school district for transportation of students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school district grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

F. "Administrator" or "School Administrator" shall mean a principal of a public school or any other chief school officer.

G. "Law Enforcement Authorities" shall mean a municipal police department, sheriff's department, the Division of State Police or any officer thereof. Notwithstanding any other provision of law, law enforcement authorities shall not include any child protective service or any society for the prevention of cruelty to children as such terms are defined in Section 423 of the Social Service Law.

Child Abuse in an Educational Setting (Continued)

I. Definitions (Continued)

H. "Parent" shall mean either or both of a child's parents or other persons legally responsible for the child.

I. "Child Sexual Abuse" shall mean conduct prohibited by Article 130 or 263 of the Penal Law.

II. Duties of Employees

A. In any case where an oral or written allegation is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, school board member or other school personnel required to hold a teaching or administrative license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, such person shall upon receipt of such allegation:

1. Promptly complete a written report of such allegation including:
   a) full name of child alleged to be abused
   b) name of the child's parent
   c) identity of the person making the allegation and their relationship to the alleged child victim
   d) name of the employee or volunteer against whom the allegation was made
   e) a listing of the specific allegations of the child abuse in an educational setting
2. The report shall be written upon the prescribed form (attachment). Promptly personally deliver a copy of such written report to the school administrator of the school in which the child abuse allegedly occurred.

B. When it is alleged that a child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the superintendent of schools of the school district of the child's attendance and the school district where the abuse allegedly occurred. Both school superintendents shall follow instructions in IV and V of this policy.

C. Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in the manner described in this policy shall have immunity from civil liability which might otherwise result by reason of such action.

Child Abuse in an Educational Setting (Continued)

III. Confidentiality

Confidentiality of records, reports, other written material and photographs taken concerning such reports in the possession of any person authorized to receive such information shall be confidential and shall not be redisclosed except to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. A school administrator or a school superintendent shall exercise reasonable care in preventing such unauthorized disclosure. Willful disclosure of a written record required to be kept confidential to a person not authorized to receive or review such record is a Class A misdemeanor.

IV. Duties of School Superintendent and Administrators

Upon receipt of a written report as described in Section II A of this policy alleging that a child has been abused in an educational setting, a school administrator or superintendent where there is reasonable suspicion to believe that an act of child abuse has occurred shall:

A. Where the subject child has made the allegation:
   1. Promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made regarding said child.
   2. Promptly provide the parent with a written statement prepared setting forth parental rights, responsibilities, and procedures.
   3. Where a school administrator receives a written report, such administrator shall promptly provide a copy of such report to the superintendent.
   4. Promptly forward such report to appropriate law enforcement authorities.

B. Where a parent of the child has made the allegation:
   1. Promptly provide the parent of such child with a written statement setting forth parent rights, responsibilities, and procedures.
   2. When the school administrator receives the written report, promptly provide a copy of report to the superintendent.
   3. Promptly forward such report to appropriate law enforcement authorities.

C. Where a person other than the subject child or the parent of a subject child has made the allegation:
   1. Promptly notify the parent of the subject child that an allegation of child abuse in an educational setting has been made regarding his or her child.
   2. Promptly provide the parent with a written statement setting forth parental rights, responsibilities, and procedures.
   3. Ascertain from the person making such report the source and basis for such allegations.
   4. Promptly provide a copy of the report to the superintendent.
   5. Promptly forward the report to appropriate law enforcement authorities.

Child Abuse in an Educational Setting (Continued)

IV. Duties of School Superintendent and Administrators (Continued)

In no event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent. Any school superintendent or administrator who reasonably and in good faith makes a report of allegations of child abuse in an educational setting or reasonably in good faith transmits such a report to a person or agency shall have immunity from civil liability which otherwise might result by reason of such action.

V. Additional Duties of the Superintendent

A. Where a superintendent of schools forwards to law enforcement a report of alleged child abuse, the superintendent shall also refer such report to the commissioner of education where the employee or volunteer alleged to have committed an act of child abuse and holds a certification or license issued by The State Education Department.

B. Where a report which is filed pursuant to this policy and does not, after investigation, result in a criminal conviction such report shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five (5) years from the date of making the report or at such earlier time as the school district determines.

VI. Penalties

A. Willful failure of an employee to prepare and submit a written report of an allegation of child abuse as required by law shall be a Class A misdemeanor.

B. A willful failure of a school superintendent or administrator to submit a written report of child abuse to an appropriate law enforcement authority as required by law shall be a Class A misdemeanor.

C. Any failure to submit a written report of child abuse to an appropriate law enforcement authority as required by law shall be punished by a civil penalty not to exceed five thousand dollars ($5000).

VII. Notification of Staff

A. Each school shall annually provide information regarding the reporting of Child Abuse in the Educational Setting to the staff.

Policy Adopted:
September 24, 2001

NOTIFICATION OF RELEASE OF CONVICTED SEX OFFENDERS

The Board of Education acknowledges the efforts of local law enforcement to notify the district when a person with a history of sex offenses against a child is being paroled, released into the Patchogue-Medford School District or relocating into the Patchogue-Medford School District, in accordance with the provisions of the Sex Offender Registration Act, commonly known, in New York State, as Megan's Law. The district will use the New York State Division of Criminal Justice Services Sex Offender Registry to track level 2 and 3 sex offenders in the community. In as much as the Division of Criminal Justice Services does not provide location data on level 1 offenders, the district will not disseminate information regarding level 1 offenders to those specified in this policy.

This policy is enacted in order to minimize the possibility that the sex offender will come in contact with school-age children, and to assist law enforcement agencies in preventing further criminal activity from occurring. Furthermore, the district shall cooperate with local police authorities and the local community in promoting and protecting the safety and well-being of its students.

It is the policy of the Board of Education to disseminate all information which the district receives from the local police and governmental authorities in conjunction with Megan's Law to designated staff members who might have possible contact with such individuals during the normal course of their school duties. In event the district receives such notice, the superintendent or designee shall promptly disseminate all information to district administrators and lead building secretaries. Building administrators will notify leaders of organizations utilizing school facilities in accordance with the New York State Division of Criminal Justice Services Sex Offender Registry and E-Mail Alert System and the regulations promulgated herein. Additionally, the superintendent or designee shall make notification information available upon request and shall inform parents/guardians/residents of the availability of the New York State Division of Criminal Justice Services Sex Offender Registry and E-Mail Alert System the annual back-to-school notification, at new student registration and via postings in the district website. Further, the superintendent or designee reserves the right to further disseminate such information to individuals or groups who, in the opinion of the superintendent, have a legitimate need to be notified of such information.

The superintendent or designee shall take reasonable steps to ensure that the information is conveyed in a lawful and appropriate manner consistent with the best interests of the students of the district and the community.

Notification of Release of Convicted Sex Offenders (Continued)

These steps are as follows:

The Superintendent or designee will examine the Registered Sex Offender listing on a regular basis and the information shall be disseminated in accordance with the New York State Sex Offender Registration Act or other applicable laws/agencies. To ensure uniformity in complying with this regulation, the following guidelines will apply.

1. The information shall be disseminated to school board members, building principals, administrators and lead building secretaries. It shall be the responsibility of each school building's administration to apprise all instructional and non-instructional staff, including teachers and support staff, custodians, bus drivers, coaches, leaders of groups utilizing school facilities, security personnel, individuals who issue school building "visitor passes," local PTA/PTO and joint council presidents, the superintendent of BOCES, and the school's site-based team of the names of those offenders thought to be living in the Patchogue-Medford community. The superintendent or designee reserves the right to further disseminate such information to such other individuals or groups, who, in the opinion of the superintendent, have a legitimate need to be notified of such information in order to protect the health, safety or welfare of school district students and personnel.

2. Staff members shall be advised that they are receiving such information in their official capacity as employees of the school district and that such data should not be released to other individuals, except as authorized by administrative regulation.

3. Each principal shall maintain a file in his/her office that includes all information received from local law enforcement agencies regarding the probation, parole or release of such convicted sex offenders into the school community. Prior notifications shall be maintained in the principal's file until the district is notified that the offender is no longer a resident. These files are not available for public viewing. Public viewing shall be at the district administration office, in the Office of the District Clerk, where an exact copy will be made available upon request.

4. District greeters in the school building shall require identification from all visitors upon their entrance into school buildings and check their identities against the database provided in the visitors' pass process. If an individual who wishes to enter a school district building is identified as being on the New York State Sex Offender Registry, the building principal should be notified immediately to determine whether the individual should be granted access to the school building within the parameters established by the New York State Sex Offender Registration Act.

Notification of Release of Convicted Sex Offenders (Continued)

5. All groups, which regularly use district facilities and have children in attendance, shall be identified by the school building administration, and the notification information shall be disseminated to the designated supervisor of each such group by the building principal.

6. The district shall post, on the district website, information about how to subscribe to the New York State Division of Criminal Justice Services Sex Offender Relocation and E-Mail Alert System.

7. Upon new student registration, the district shall inform all parents when registering new students and offer them information about the New York State Division of Criminal Justice Services Sex Offender Registry.

8. Upon request, to the Office of the District Clerk, information provided by the applicable law enforcement agency shall be made available. The information shall include all information provided by law enforcement.

9. If an employee believes that he/she has seen any individual whose description matches that of a released sex offender provided to the district by local police or authorities on school property, at school activities, on or near district bus routes, or believes the offender has come in contact with children, the employee is required to report such sightings to the building principal or his/her designated representative. The building principal will immediately notify the Superintendent of Schools or their designee, who will notify the local law enforcement agency, if appropriate

10. Disclosure of sex offender information received by the school district from a source other than a local law enforcement agency shall be subject to the board policy governing the filing of a Freedom of Information Law request.

The administration shall refer all questions for further specifics concerning information on the notification to the appropriate law enforcement agency and New York State Division of Criminal Justice Services Sex Offender Relocation and E-Mail Alert.

Policy Adopted:
February 28, 2011
Policy Revised:
December 20, 2021

SCHOOL SAFETY AND EDUCATIONAL CLIMATE (SSEC) REPORTING

The Board of Education is committed to promoting and maintaining the safety of all students, staff, and visitors to the schools. The Board is also committed to maintaining a school environment that is free from harassment, bullying, and discrimination. Consistent with these commitments and in accordance with state law and regulation, the district will submit an annual report to the Commissioner of Education regarding violent and disruptive incidents and material incidents of harassment/bullying/discrimination, as part of the New York State Education Department's School Safety and Educational Climate (SSEC) Summary Data Collection. .

Each Building Principal is responsible for preparing on regular basis a report of all the violent and disruptive incidents and material incidents of harassment, bullying, and discrimination, that have occurred on school grounds, at a school function, or at a school-sponsored event and forwarding the report to the Superintendent of Schools. The Superintendent or designee is responsible for compiling the reports received from the Building Principals into the annual report and submitting the report to the Commissioner. The summary report will contain all the information required by law and will be filed with the Commissioner on or before a date set by the Commissioner.

Violent and disruptive incidents are defined in the district's Code of Conduct.

Additionally, Building Principals are required to provide a regular report on data and trends related to harassment, bullying, and/or discrimination to the Superintendent at least once during each school year.

The district is responsible for assuring that copies of each SSEC report, both individual and summary reports, are retained at the school until the youngest person involved in a reported incident is 27 years old. Individual incident report forms will not be kept in student cumulative folders nor sent to the next school or district that students attend.

Confidentiality

Any violent or disruptive incident or harassment, bullying, and discrimination report prepared in accordance with law will be available for inspection by the State Education Department upon request. All names and other personally identifiable information included in any report are confidential and must not be disclosed to any person for use by any person for purposes other than the reporting purposes in Education Law §2802, except as otherwise authorized by law.

Cross-ref: 5170, Student Harassment and Bullying Prevention and Intervention
Ref: Education Law §§10-18 (Dignity for All Students Act); 2802 (Uniform Violent Incident Reporting System)
8 NYCRR §100.2 (gg) (Uniform Violent Incident Reporting System)
8 NYCRR §185.15 (Appendix L) (Retention and Disposition Schedule LGS-1 for New York Local Government Records)

Policy Adopted:
July 9, 2001
Revised:
December 18, 2023

REPORTING SENTENCES TO SCHOOLS

As part of Chapter 181 of the Laws of 2000, the Safe Schools Against Violence in Education (S.A.V.E.) legislation, criminal courts, family courts and the Office of Children and Family Services must provide notification of all juvenile delinquency adjudications of students who have been placed with the Office of Children and Family Services, all convictions of criminal acts or convictions of a crime and youthful offender adjudications of students under the age of 19 who enroll or are enrolled in the district.

The superintendent will appoint a designated educational official (DEO) who will serve as the liaison with state and local courts and the Office of Children and Family Services. The notification of adjudication shall be used by the DEO only for purposes relating to the execution of the student's educational plan, and, where applicable, successful school adjustment and reentry into the community. Student records will be sent to the DEO who will disseminate information to the building principals. Building principals will be responsible for coordinating the student's participation in programs which may exist in the district or community.

The information received by the district from the court system will be considered confidential and will not enter the student's permanent school record. The notification of adjudication shall not be appended to or included in any documentation regarding the student. The notification of adjudication shall be destroyed at such time that the student is no longer enrolled in the school district. The information will only be used for purposes related to the execution of the student's educational plan.

Policy Adopted:
July 9, 2001

THREATS AND VIOLENCE
As It Relates To Students

The Board of Education strives to maintain a school environment free from intimidation, threats, or violent acts, including, but not limited to intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, possession or use of weapons, or any other act, which, in the administration's opinion, is inappropriate to the school environment. Threats of violence, in any form - verbal, nonverbal, written, in drawing or other visual forms - made by a student or staff member will be immediately addressed by the administration. Serious and/or repeated threats will be followed by appropriate consequences as determined by school policy and recommendations of the Safety Committee following review of the situation.

As part of Chapter 181 of the Laws of 2000, the Schools Against Violence in Education (S.A.V.E.) legislation, students who experience any of the behaviors listed above should immediately report this to any District staff member. All complaints will receive prompt attention and the situation will be investigated. Based on the results of the inquiry, disciplinary action deemed appropriate by school administration will be taken.

Students who observe or have knowledge of violation of this policy should immediately report it to any District staff member. A prompt investigation of these events will occur and the cooperation of all incident-related individuals will be sought. Students who believe there is a serious threat to the safety and health of others must immediately report their concerns directly to any District staff member.

DEFINITIONS:

A. A **threat** is communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others.

a. The threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means.

b. The communication and/or behavior is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat; observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

B. A **threat assessment** is a systematic process designed to identify situations/persons of concern, investigate, gather information, and assess and manage the situation to mitigate risk.

Districtwide Threat Assessment Team:

The Districtwide Threat Assessment Team shall meet at minimum four (4) times per year. Certain members (i.e. the Directory of Security or other members deemed appropriate) may assist and attend Building level Team meetings as appropriate. The District Level Team will be responsible for providing PD to any new Building Level team members and other staff as appropriate.

Threat and Violence as it Relates to Students (Cont'd.)

Building Level Threat Assessment Teams:

Annually, each school principal shall identify a building-based threat assessment team which must be multidisciplinary. The team should include persons with expertise in:

- Student mental health, such as a school counselor, a school psychologist and/or school social worker
- Law enforcement, such as a school resource officer
- School administration, such as a principal or director
- Dean and other district or school staff
- Teachers

Building level team members should adhere to the following:

A. All threats of violence or physical harm to others shall be taken seriously, since the primary goal of threat assessment is the safety of all persons involved.

B. Depending on the level of concern determined, the threat assessment team will develop and implement intervention strategies using the Threat Assessment Action Plan to manage and monitor the student's behavior in ways that promote a safe, supportive teaching, and learning environment.

C. Building based threat assessment teams shall adhere to the rules and responsibilities within the BOE policy with fidelity.

D. The team should meet monthly to discuss any potential at-risk students exhibiting concerning or "red flag" behaviors.

E. All school-based administrators and threat assessment team members must attend and complete any district threat assessment training.

F. Identify and assess the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 1356.

Purpose:

The Building Threat Assessment Team's purpose is to ascertain whether a particular person should be considered a credible threat to safety, through:

1. Information gathering: The building team can gather information from individuals who have personal or professional connections to both the potential perpetrator and the targets. They possess a thorough understanding of both the threatener and the targets.

Threat and Violence as it Relates to Students (Cont'd.)
Purpose (Cont'd.)

The building team gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication.

2. Evaluation: The team will determine what all the information gathered means in terms of threats of violence to people and the school community.

Determines the nature of the threat using the **decision tree**, and level of severity of the risk. The building and/or district threat assessment team will not base a determination of threat on generalizations or stereotypes.

3. Decision making: The building team should determine their course of action for the present and near future. It needs to be clarified who will assume the primary responsibility for managing the behavior or actions of the students (e.g., law enforcement, security personnel, or mental health support staff).

The building team should meet promptly after the threat is resolved to discuss and determine the best approach for managing the behavior or actions of the students. The meeting's goal should aim to clarify roles and responsibilities, establish communication protocols, and develop a comprehensive plan to address the situation effectively in the present and near future. Additionally, it would be essential to ensure that all staff members are adequately trained and equipped to handle any potential escalation of behavior in a timely and appropriate manner.

4. Follow-up: The building team will devise strategies to maintain ongoing surveillance of the individuals and behaviors implicated, ensuring that any potential re-escalation is effectively mitigated.

The building team should assess existing security measures to ensure they are sufficient for monitoring individuals and behaviors. The team should implement clear protocols and procedures for monitoring and reporting suspicious behaviors and for coordinating with relevant authorities if intervention is required. The team should provide training on warning signs and responding appropriately to potential threats.

Threat and Violence as it Relates to Students (Cont'd.)

Policy Adopted:
August 13, 2001
Policy Reviewed:
October 24, 2016
Policy Reviewed:
August 28, 2017
Policy Reviewed:
August 27, 2018
Policy Revised:
November 25, 2019
Policy Reviewed:
August 24, 2020
Policy Revised:
August 29, 2022
Policy Reviewed:
August 21, 2023
Policy Revised:
October 28, 2024

STUDENT SEARCHES AND INTERVIEWS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about alleged violations of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The board authorizes the superintendent of schools, building principals, assistant principals, deans, directors and central office administrators, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. In addition, the board authorizes building principals to initiate bag searches and visual inspections of students in response to potential threats as part of the procedures included in the Pre-Clearance and Security Screening in Lieu of Evacuation section of the School Emergency/Disaster Preparedness Plan. (See administrative regulations for guidance in setting up these searches and inspections.)

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Information may also be obtained through the use of metal detectors (see Policy 5154.1).

Before searching a student or a student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Student Searches and Interviews (Continued)

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

1. Student Lockers, Desks and Other School Storage Places

The rules regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

2. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search in which physical evidence is found that violates the law or the district code, except those conducted as part of a Pre-Clearance and Security Screening:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s), where appropriate.
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s). In the event the item must be turned over to police, the principal or the principal's designee shall be responsible for assuring that the dangerous or illegal items are personally handed over to police in accordance with established police procedures.

Student Searches and Interviews (Continued)

3. Police Involvement in Searches and Interviews of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. ***In the absence of a search or arrest warrant, or in the event that the police officials do not have probable cause to believe that a crime has been committed on school property or at a school function, a student may not be questioned or searched without the consent of the student's parent.*** The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

4. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

Student Searches and Interviews (Continued)

4. Child Protective Services Investigations (Continued)

All requests by child protective services to interview a student on school property shall be made directly to the principal or his or her designee. The principal or designee shall set the time and place of the interview. The principal or designee will be present during the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Policy Adopted:
August 12, 2002
Policy Revised:
August 21, 2023
Policy Reviewed:
September 16, 2024

Administrative Regulations

STUDENT SEARCHES AND INTERVIEWS
Bag Searches and Visual Inspections of Students
Guidelines

The following guidelines are to be used in those circumstances in which a building implements the procedures under the Pre-Clearance and Security Screening in Lieu of Evacuation section of the School Emergency/Disaster Preparedness Plan.

- Whenever possible, advance notice in the form of a letter should be given to students and parents.

- Individuals approved to conduct bag searches and visual inspections of students include teachers, deans, assistant principals, principals, directors and central office administrators.

- Students who bring in book bags or purses will have them searched. Students are to be told that they may take out the items they need for the day and to pick up their bags in the main office at the end of the day. Students may bring items into the building that are contained in a clear plastic bag. Schools will have a supply of plastic bags available in the event they are needed. Individuals conducting the search are to wear plastic gloves.

- Visual inspections must occur in an open area.

- A table must be placed between the searcher and the students.

- Male searchers are to search male students; female searchers are to search female students.

- Searchers are not to touch students in any manner.

- Searchers are to conduct their inspections as follows:

    - Greet students;
    - Ask students to empty the contents of their pockets;
    - Ask students if they have a cell phone or other electronic devices (i.e. medical);
    - Ask to see the top of students' waistbands and the top of their socks;
    - Wish them a good day.

Administrative Regulations Adopted:
August 12, 2002

Regulations Revised:
August 21, 2023
Regulations Reviewed:
September 16, 2024

METAL DETECTOR SEARCH PROCEDURES

The school principal shall be responsible for the monitoring and enforcement of regulations relative to metal detector electronic search procedures. The school principal shall have the authority to request metal detector searches, and electronic searches shall not be conducted in the absence of such request. The purpose of the metal detector search is to discourage students from bringing weapons into the schools. Accordingly, metal detectors may be used at the District's schools and school-related functions of such schools, on a random and periodic basis.

All students and visitors entering events, schools, and school-related functions of such schools are subject to search.

Metal detector searches will be conducted by school security using portable weapons Detection systems and hand-held scanning devices, and monitored by the school principals.

Public and Student Notification

A. Students shall be notified in writing at the beginning of the school year that metal detector searches shall take place periodically throughout the school year but shall not be given any specific dates in advance.

B. Students and visitors shall not be informed in advance regarding the specific dates on which, or the locations where metal detector searches will occur.

C. On days when a metal detector search is to be conducted, signs announcing a search for weapons shall be posted outside the school or school-related function, at a main entrance or entrances.

D. When a metal detector is being used, students and visitors will be permitted to use only designated entrances to the school or school-related function. District staff may be stationed at other entrances, as necessary, to prevent students and visitors from opening those entrances to admit others into the building or school-related function

Individuals Who Will Be Searched

A. All students and visitors entering the school or school-related function are subject to search although those conducting the search and/or monitoring the search may choose to limit the search by any lawful random formula. For example, if the lines become too long, the search may be limited to every second or third person. Once a random formula is utilized, it shall be applied without deviation until it is ended by order of the principal. A random formula shall not be ended to ensure the search of a particular student or person.

Metal Detector Search Procedures (Continued)

Metal Detection Procedures

B. The Director of Security, security guards, principal, and other School Officials are prohibited from selecting a particular student and/or person to search unless there is a reasonable suspicion to believe that the student and/or person is in possession of a weapon.

C. Prior to use in conducting an electronic search pursuant to these guidelines, each electronic search device to be used shall be examined by a person familiar with its operation to determine if each device is in proper working order. An electronic search device shall not be used if there is any question as to whether it is in proper working order.

D. Each person operating an electronic search device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by the Director of Security or school administrators.

E. As to each individual search, the principal or security guard will ask the student and/or person to remove all metal objects from his/her person and to place the metal objects and any bags, backpacks, briefcases, knapsacks, purses, or parcels on a table. With the exception of contraband in plain view, there shall be no inspection of items in which a weapon could be concealed, nor may there be an examination of written materials. The principal shall monitor each electronic search for compliance with these guidelines.

F. The student and/or visitor will be asked if all the metallic items have been removed from themselves or their belongings. The student/person along with their bag/backpack will be scanned from toes to head in all directions without touching their body. If the metal detector activates, s/he will be asked a second time to remove metal objects from his/her person and a second scan will be conducted.

G. If a student's and/or visitor's bag or parcel activates the scanning device, the principal or designee is to request him/her to open the container in question so that the security guard can look for weapons.

H. If a student's and/or visitor's body activates the device a second time, the security guard will repeat the request to remove metal objects. The bags and parcels will also be scanned. A third hand-held scanning device scan will then be conducted and if the device is activated again, the principal or designee will escort the student and/or person to a private area where a more thorough search will be conducted in accord with Board of Education Policy 5154 on searches of a student's body. The principal shall monitor each electronic search for compliance with these guidelines.

Metal Detector Search Procedures (Continued)

I. Prior to the private search, the principal/security guard must ask the student and/or visitor again to remove all objects from his/her person, then the search will begin near the place where the device was activated. This is a pat-down search of outer clothing only, conducted by a person of the same gender, geared to locate the item which triggered the scanning device. The principal shall monitor this search for compliance with these guidelines.

J. If the security guard feels an object during the pat-down, the student and/or visitor will be given a chance to remove it before the security guard does. If such an object, once removed, appears to be the one which activated the device, the search ceases,

K. The search can be continued only if a subsequent scan activates the device.

L. The search is directed to a search for weapons, however, other contraband discovered in the course of an electronic search or pat down may also be removed from any student.

M. All property removed from the student as a result of the above procedures which may be legitimately brought on school premises or to school functions will be returned to the student. All other property will not be returned to the student.

N. Property removed from the student or the student's bags or parcels, possession of which is a violation of the Code of Conduct school rules, Board policy and administrative guidelines, and/or the law, may cause a student to be disciplined in accordance with the Code of Conduct and may subject the student to criminal prosecution and/or juvenile proceedings for violations of law. A receipt shall be given should any item be seized during the search.

O. If a student refuses to cooperate with the pat-down search, the security guard is to notify the principal, assistant principal, dean, or Director of Security who is stationed nearby to monitor the search. Such students shall be subject to the Code of Conduct. Refusal may also be grounds for immediate removal from school, facilities, and/or grounds for further discipline.

P. Nothing in the procedures set forth shall limit the authority of the District from removing other contraband from a student, and to otherwise search a student when there is a reasonable suspicion to believe that a particular student is in possession of an article or thing, the possession of which constitutes inappropriate behavior under the Code of Conduct.

Q. A copy of the Metal Detector Search Procedures shall be available to each person and the principal who will in any way be involved with the conducting and/or monitoring of searches.

Metal Detector Search Procedures (Continued)

Adopted:
October 24, 2022
Reviewed:
August 21, 2023
Revised:
September 16, 2024

PRAYER IN THE SCHOOLS

It is the policy of the Board of Education to not prevent, or otherwise deny participation in, constitutionally protected prayer in the district's schools, consistent with guidance issued by the U.S. Secretary of Education, and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that might be inconsistent with it.

Policy Adopted:
January 27, 2003

STUDENT PRIVACY

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. Parents have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a U.S. Department of Education (DOE)-funded program. In addition, no minor student may, without parental consent, take part in a survey, analysis or evaluation funded in whole or in part by the U.S. DOE that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;

2. mental or psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, anti-social, self-incriminating or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and clergy;

7. religious practices, affiliations or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under the program).

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. "Instructional material" is defined as: "instructional content that is provided to a student, regardless of format including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments."

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the building principal. Upon receipt of such request, arrangements shall be made to provide access to such material within 30 calendar days after the request has been received.

Student Privacy (Continued)

It is the policy of the board not to permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or service as permitted by law.

In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

Parents/guardians have the right to submit a written statement to opt their child out of participation in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information, or providing it to others for that purpose. Upon request, parents/guardians have the right to inspect any such instrument before it is administered or distributed to their child. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to students or educational institutions, such as:

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

    In the event of such collection, disclosure or use of personal information gathered from students, student privacy shall be protected by the school district pursuant to the requirements of FERPA.

Student Privacy (Continued)

2. The administration of any survey revealing information concerning one or more of the following:

   a. Political affiliations or beliefs of the student or the student's parent;
   b. Mental or psychological problems of the student or the student's family;
   c. Sex behavior or attitudes;
   d. Illegal, anti-social, self-incriminating or demeaning behavior;
   e. Critical appraisals of other individuals with whom respondents have close family relationships;
   f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and clergy;
   g. Religious practices, affiliations or beliefs of the student or the student's parent; or
   h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

   Parents/guardians and eligible students, shall also have the right to inspect, upon their request, a survey created by a party other than the U.S. DOE before the survey is administered or distributed by a school to a student. Such requests must be submitted, in writing, to the building principal with a response to be at least two weeks in advance of any survey to be given.

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools of this policy. The school district shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-Reference: 5141 - Physical Inspections of Pupils
5125 - Availability of Student Records in Accordance With Family Educational Rights and Privacy Act of 1974

Policy Adopted:
January 27, 2003

Administrative Regulations

STUDENT PRIVACY

- Parent/guardian notification required under this policy will consist of an annual notice placed in the district calendar to be distributed at the beginning of the school year (See Attachment A).

- Parent/guardian notification for new enrollees will be accomplished by distribution of a district calendar containing the notice. Distribution will be the responsibility of the student registrar and will occur at the time of enrollment.

- Building principals will be responsible for notifying parents/guardians of specific activities covered by this policy (See Attachment B).

Administrative Regulations Adopted:
January 27, 2003

STUDENT PRIVACY
ANNUAL NOTICE

The Board of Education recognizes that student privacy is an important concern of the parents and the board wishes to ensure that student privacy is protected pursuant to the Protection of Pupil Rights Amendment, as revised by the No Child Left Behind Act. To that end, the board has adopted a policy on student privacy.

Pursuant to the Protection of Pupil Rights Amendment, as revised by the No Child Left Behind Act, and the Patchogue-Medford School District policy on student privacy, you have the right to opt your child out of the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to students, such as:

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

2. The administration of any survey revealing information concerning one or more of the following:

    A. Political affiliations or beliefs of the student or the student's parent;
    B. Mental or psychological problems of the student or the student's family;
    C. Sex behavior or attitudes;
    D. Illegal, anti-social, self-incriminating or demeaning behavior;
    E. Critical appraisals of other individuals with whom respondents have close family relationships;

Student Privacy Annual Notice(Continued)

F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and clergy;
G. Religious practices, affiliations or beliefs of the student or the student's parent; or
H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injecting into the body, but does not include a hearing, vision or scoliosis screening. It does not apply to any physical examination or screening required or permitted under state law, including those permitted without parental notification.

For further information contact [insert the name, title and telephone number of administrator responsible].

Dear Parent/Guardian:

The Board of Education recognizes that student privacy is an important concern of the parents and the board wishes to ensure that student privacy is protected pursuant to the Protection of Pupil Rights Amendment, as revised by the No Child Left Behind Act. To that end, the board has adopted a policy on student privacy.

Pursuant to the Protection of Pupil Rights Amendment, as revised by the No Child Left Behind Act, and the Patchogue-Medford School District policy on student privacy, you have the right to opt your child out of the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing, or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to students, such as:

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

3. The administration of any survey revealing information concerning one or more of the following:

   A. Political affiliations or beliefs of the student or the student's parent;
   B. Mental or psychological problems of the student or the student's family;
   C. Sex behavior or attitudes;
   D. Illegal, anti-social, self-incriminating or demeaning behavior;
   E. Critical appraisals of other individuals with whom respondents have close family relationships;

(Continued)

F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and clergy;
G. Religious practices, affiliations or beliefs of the student or the student's parent; or
H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

4. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injecting into the body, but does not include a hearing, vision or scoliosis screening. It does not apply to any physical examination or screening required or permitted under state law, including those permitted without parental notification.

At this time, it is expected that activities related to the above-mentioned items will take place on or close to the following dates:

Activity	Date

[*Insert list of marketing, survey and physical examination activities for which notice must be given*.]

Please review this list. If there are any activities you wish to "opt out" of on behalf of your child, please sign and return this form to the school within 10 days.

If you have any questions about the district's student privacy policy and your right to opt your child out of certain activities, please contact [*insert name and telephone number of building principal]*.

Sincerely,

Building Principal

Patchogue-Medford Schools
Student Privacy
Request to Opt Out

On behalf of my child,_____, I wish to exclude my child from activity or activities checked below:

Activity	Date
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____

Parent's/Guardian's Signature_____

Date_____

PLEASE RETURN TO YOUR CHILD'S TEACHER PRIOR TO THE ACTIVITY.

UNSAFE SCHOOL TRANSFER CHOICE

The Board of Education recognizes that, in accordance with law, there may be instances in which it must offer students the choice to transfer to a safe public school at the same grade level. Such transfer choice must be offered if:

1. the school a student would normally attend is designated a "persistently dangerous school" by the Commissioner of Education; or

2. a student becomes the victim of a "violent criminal offense" that occurs on the grounds of the school the student currently attends.

In accordance with federal and state law and regulations, the option to transfer to a safe school will be available only if there is a safe public school that eligible students can transfer to at the same grade level within the district. Therefore, the board directs the superintendent of schools to develop a list identifying any school(s) designated by the Commissioner of Education as persistently dangerous that also includes any alternative safe public school(s) within the district for each grade level to which students may transfer. The list shall be revised annually and presented to the board.

Notification of Transfer Rights

The superintendent shall notify parents of all students in a school designated as persistently dangerous, and the parents of any student who becomes a victim of the victim of a violent criminal offense on school grounds, of their child's right to transfer out of the school they currently attend. The notice shall:

1. explain that students may transfer only to a safe public school at the same grade level within the district,

2. identify the school(s) a student may transfer to,

3. explain the procedures for transfer, including the need for parents wanting their child to transfer to inform the superintendent of their decision within the time frame stated in the notice, and

4. inform parents of their right to request that their child be returned to the school of origin if they later reconsider their decision to allow the transfer.

Unsafe School Transfer Notice (Continued)
Notification of Transfer Rights

The required notice shall be sent first class mail within 10 days after the district receives notice from the Commissioner of Education of the school's designation as persistently dangerous. In the case of a student who is deemed to be the victim of a violent criminal offense on school grounds the notice shall be sent first class mail within 24 hours of any such determination by the superintendent.

To the extent practicable, the notice will be provided in the dominant language or mode of communication used by the parents.

Procedures for Transfers

The transfer of any student attending a school that is deemed to be persistently dangerous generally will occur within 30 days after the district finds out about the designation. The transfer of a student determined to be a victim of a violent criminal offense on school grounds will occur generally within 10 calendar days of the determination.

A student transferring from a persistently dangerous school has the right to remain at the safe school he or she transfers to for as long as the school of origin continues to be identified as persistently dangerous. But such a student will remain at the safe school until he or she completes the highest grade level there if it is determined to be in the best educational interest of the student to remain there. The district will make such a determination based on the student's educational needs and other factors affecting his or her ability to succeed if returned to the school of origin.

A student who transfers because he or she became the victim of a violent criminal offense at his or her school of origin remains at the school transferred to until he or she completes the highest grade level there.

Upon parental request, any student who exercised his or her right to transfer to a safe school may return to the school of origin. Any such transfer back will be effective at the start of classes in the next school year following the request.

Transportation

The district shall provide transportation to students transferring to a safe school within the transportation limits established under New York's Education Law.

Unsafe School Transfer Notice (Continued)

Procedures for Determining Whether a Student Has Become the Victim of a Violent Criminal Offense on School Grounds

In accordance with district procedures for the reporting of violations that constitute crimes, the building principal or designee shall promptly notify both local law enforcement and the superintendent of all reports that involve the infliction of a serious physical injury upon another, a sex offense involving forcible compulsion, or any other offense that involves the use or threatened use of a deadly weapon under applicable provisions of New York's Penal Law.

Following receipt of any such report, the superintendent shall proceed to determine whether any of the students involved in the reported incident has become the victim of a violent criminal offense on school grounds. In making this determination, the superintendent shall:

1. consult with any law enforcement agency investigating the alleged violent criminal offense, and document his or her consultation with law enforcement officials,

2. consider any reports or records provided by law enforcement agencies investigating the situation,

3. consult with the district's attorney prior to making any final determination, and

4. document his or her findings.

A criminal conviction is not required for the superintendent of schools to make a determination that a student indeed has become the victim of a violent criminal offense on school grounds. However, a superintendent's determination that a violent criminal offense has occurred cannot be used as evidence in any student disciplinary proceeding initiated against either the alleged victim or the perpetrator of the offense.

Upon a finding that a student has become the victim of a criminal violent offense on school grounds, the superintendent will provide the student's parents with notice of the student's right to transfer to a safe school in accordance with the notice procedures established by this policy above. The superintendent will document compliance with the notification requirements and the procedures followed to carry out the student's transfer if the parents elect to have the student transfer to another school.

Unsafe School Transfer Notice (Continued)

Appeal of a Superintendent's Determination Regarding a Violent Criminal Offense

Parents may appeal to the Board of Education a superintendent's determination regarding whether their child has become the victim of a violent criminal offense on school grounds.

Cross Reference: 5153 - Threat and Violence as it Relates to Students

Policy Adopted:
January 27, 2003

WELLNESS POLICY ON NUTRITION AND PHYSICAL ACTIVITY

Whereas, children need access to an environment that encourages the practice of eating healthy foods and participating in life long physical activities in order to grow, learn and thrive;

Whereas, healthy eating, adequate physical activity and better health enhances optimal student attendance and learning;

Thus, the Patchogue-Medford School District is committed to providing school environments that educate and protect children's health, well-being, and ability to learn through healthy eating and physical activity. Therefore, it is the policy of the Patchogue-Medford School District that:

- The Wellness Committee shall be comprised of students, parents, teachers, school administrators, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the district-wide wellness policy on nutrition and physical activity.

- All students in grades Pre K-12 will have opportunities, support, and encouragement to be physically active on a regular basis following minimal New York State Education Department Guidelines.

- Foods and beverages sold or provided by schools will meet or exceed the minimum nutrient standards established by the USDA School Food Service Program. This is to be reviewed on a regular basis, at least annually, by the Superintendent, the Board of Education, and the Wellness Committee.

- The School Food Service Program will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutritional needs of students; and will provide clean, safe, and pleasant settings and adequate time for students to eat. The School Food Service Program will be supervised by a director with the minimal qualifications of an undergraduate degree in nutrition or food-related field or other commensurate experience.

- To the maximum extent practical, all schools in the school district will participate in available Federal Meals Programs, including the School Breakfast Program and National School Lunch Program.

- Schools will provide education to foster lifelong habits of healthful eating and physical activity, and will establish linkages between health education and school meal programs.

Policy Adopted:
6/19/06
Policy Revised:
11/20/06

Wellness Policy on Nutrition and Physical Activity (Continued)

Policy Revised:
1/28/13
Policy Reviewed:
2/4/16
Policy Regulations Revised:
February 6, 2017
Policy Regulations Revised:
April 24, 2017
Policy and Regulations Revised:
August 27, 2018
Policy Reviewed:
November 25, 2019
Policy Reviewed and Regulations Revised:
October 24, 2022
Policy Reviewed and Regulations Revised:
August 21, 2023
Policy Reviewed and Regulations Revised:
October 28, 2024

Wellness Policy on Nutrition and Physical Activity Administrative Regulations

Part I – Nutrient Standards

During the school day all food sold or provided to children within the Patchogue-Medford School District will meet the following nutrient standards.

Any a la carte food sold in schools must:

- Be a "whole grain-rich" grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food.

A la carte foods must also meet several nutrient requirements:

- Calorie limits:
  - Snack items: ≤ 200 calories
  - Entrée items: ≤ 350 calories
- Sodium limits:
  - Snack items: ≤ 200 mg
  - Entrée items: ≤ 480 mg
- Fat limits:
  - Total fat: ≤ 35% of calories
  - Saturated fat: < 10% of calories
  - Trans fat: zero grams
- Sugar limits:
  - ≤ 35% of weight from total sugars in foods

All Schools may sell:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners

Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students.

Wellness Policy on Nutrition and Physical Activity
Administrative Regulations (Continued)

- No more than 20-ounce portions of:
  - Calorie-free, flavored water (with or without carbonation); and
  - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces
- No more than 12-ounce portions of:
  - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces
- All foods sold as part of the NSLP and SBP are to meet the established USDA guidelines for Fruit, Vegetables, Grains, Meats/Meat alternates, Milk, Calories, Saturated fat, Sodium and Trans fat.

Part II – Use of food in the Classroom

It is the policy of the Patchogue-Medford School District that food shall not be used in the classroom, except as part of a snack brought from home for individual consumption, or in connection with the "Breakfast in the Classroom" program in the elementary schools, at the Middle Schools, and breakfast and lunch at the High School. Food shall *not* be used or distributed in the classroom for the following reasons:

- as an incentive or reward
- as part of a birthday celebration

*****The celebration of birthdays with special privileges/activities, songs, games, etc. is to be encouraged as an alternative to food-based celebrations.

Food shall be used or distributed in the classroom for the following reasons:

- as part of holiday or seasonal celebration for instructional purposes.

Part III – Fundraising

Food cannot be sold as a fundraiser on campus during the school day.

Part IV – Nutrition and Physical Education

Nutrition and physical education will meet the New York State Standards 1, 2, 3 and 5 which incorporate the following subject areas: Health Education, Physical Education and Family and Consumer Sciences (Standard 1 – Personal Health and Fitness; Standard 2 – A Safe and Healthy Environment; Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; Standard 5 – Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression).

Part V – Physical Activity

All students in grades K-12, including students with disabilities and special health care needs, shall receive physical education (or its equivalent) during the school year. Student involvement in other activities involving physical activity (e.g. interscholastic or intramural sports) will *not* be substituted for meeting the physical education requirement. Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.

The district will supply the elementary school students with a minimum of 20 minutes of recess each day. The district will make every effort to supply additional minutes for recess but will stay in compliance with mandated instructional hours outlined by the State Education Department. During the

supervised recess, preferably held outdoors, school personnel should encourage physical activity verbally and through the provision of space and equipment.

Part VI - Review of Policy

This policy will be reviewed annually, or when deemed necessary, specifically to assess the financial impact of implementation on the school district.

UNLAWFUL HARASSMENT AND BULLYING

The Patchogue-Medford school District does not tolerate unlawful harassment or bullying as such actions are disruptive to the educational environment and detrimental to the health and safety of the school community. Unlawful harassment and bullying is strictly prohibited in the school buildings, on the property of the Patchogue-Medford School District, and on buses owned or contracted for by the Patchogue-Medford School District. It is prohibited, as well, at all events, athletic contests, and activities sponsored by the Patchogue-Medford School District which occur both on and off of Patchogue-Medford School District premises. Complaints regarding allegations of unlawful bullying and harassment should be addressed under the appropriate policies as listed below:

- Complaints under the Dignity for All Student Act are addressed in Policy 5170, Student Harassment & Bullying Prevention and Intervention.

- Complaints by students and staff under Title IX are addressed in Policy 2452, Sexual Harassment.

- Complaints of sexual harassment or discrimination are addressed by Policy 2452, Sexual Harassment Regulation.

- Complaints regarding Section 504/the Americans with Disabilities Act are addressed in Policy 5137, Students with Disabilities Pursuant to Section 504.

- Complaints by students and employees regarding nondiscrimination are addressed by Policy 2451, Nondiscrimination in Education Programs and Activities.

- Complaints of discrimination on the basis of protected classes are covered by Policy 2451, Nondiscrimination in Education Programs and Activities.

Policy Adopted:
March 15, 2010
Policy Revised:
October 24, 2022

STUDENT IDENTIFICATION CARDS

The Patchogue-Medford Board of Education recognizes the need for a student identification card system at middle schools and at the high school which promotes responsibility and accountability. This multipurpose card will be used for a number of different purposes which are described below.

Student identification cards will feature the student's photograph and will be used to enable students to quickly and easily identify themselves to school personnel during the school day, at after school events, and at off-site school district sponsored activities. These cards will be also used for students who participate in the free, reduced, or pre-paid lunch program, as well as for checking out books, reference materials, and/or periodicals from the school library.

Once a student receives an identification card, they are expected to carry it with them each day and present it when requested by school officials. To promote responsible student behavior, any lost, damaged, or stolen cards distributed thereafter will be at cost to the student of $4.00 for each card. Fees collected will be deposited into the General Fund in order to defray the costs associated with reissuing the cards.

Adopted:
January 23, 2012
Revised:
August 21, 2023
Reviewed:
September 16, 2024

VOTER REGISTRATION AND PRE-REGISTRATION OF STUDENTS

The Board of Education believes that getting young people involved in the election process helps to secure the future of democracy by preparing young people to be educated, engaged voters who have formed the habit of voting and contributing to civic life early.

In an effort to promote student voter registration, the Board directs the superintendent, building principals or other designees to offer all students who are at least 16 years old (but will not be 18 years old by the next election) the opportunity to register. These students must be otherwise qualified to register to vote. Students who have pre-registered to vote will be automatically registered upon reaching the age of eligibility following verification of the person's qualifications and address, provided the student has returned the appropriate forms to the Suffolk County Board of Elections.

The district will promote student voter registration and pre-registration by offering registration materials and assistance with filing such materials in 10th, 11th and 12th grade social studies classes during the months of October and June. Voter registration forms will also be available for students in the Main Office of the High School throughout the school year. Students who do not wish to pre-register to vote do not have to do so but will be advised of the requirements for voter registration. Completion and submission of voter registration or pre-registration forms will not be a course requirement or graded assignment for students.

Ref: Election Law §5-507

Adopted:
March 30, 2020
Revised:
March 25, 2024

EXTREME RISK PROTECTION ORDERS (THE "RED FLAG LAW")

Extreme risk protection orders are court orders that restrict the ability of a person, who is judged likely to engage in conduct that would result in serious physical harm to him/herself or others, to purchase or possess firearms, rifles or shotguns, or attempt to do so.

Under state law, Building Principals are permitted to petition the state Supreme Court for extreme risk protection orders for students currently enrolled in their building, or students who were enrolled in their building in the six months immediately before filing the petition (referred to in this policy as "currently-enrolled" and "recently-enrolled" students, respectively).

When district staff members have reason to believe, either personally or through information received by others, that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others, they are encouraged to report their concerns to the Building Principal or his/her designee. This is in keeping with employees' general responsibility for student safety, as well as their own interests for maintaining a safe working and learning environment.

Any other person, including but not limited to students, parents, and community members, may also bring their concerns to the Building Principal or his/her designee that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others.

If the Building Principal or his/her designee is absent from the building, the Superintendent of Schools, or his/her designee, will be the main point of contact to report concerns.

When a Building Principal receives concerns from persons under this policy, or has her/her own concerns about a student, he/she must immediately notify the Superintendent of Schools. The Superintendent will contact the school attorney, and both will assist the Building Principal in determining the appropriateness of petitioning the court for an extreme risk protection order.

When determining whether it is appropriate to petition the court for an extreme risk protection order, the district will consider, among other things, the following factors as they relate to the student:

1. Threats or acts of violence or physical force made against him/herself or another person;
2. Violating or allegedly violating orders of protection (i.e., restraining orders);
3. Pending criminal convictions or charges involving weapons;
4. Recklessly using, displaying, or brandishing a firearem, rifle or shotgun;
5. Violating previous extreme risk protection orders;
6. Evidence of recent or current drug or alcohol abuse; and
7. Evidence that the student has recently acquired a firearm, rifle, shotgun, other deadly weapon (including but not limited to knives, clubs, and metal knuckles), dangerous instrument (including items capable of causing death or serious physical injury, when used for that purpose), or ammunition.

Extreme Risk Protection Orders (The "Red Flag Law") (Continued)

Additionally, the Building Principal is directed to contact local law enforcement, in accordance with the Code of Conduct, district-wide school safety plan and building-level emergency response plan.

In consultation with the Superintendent and school district attorney, the Building Principal may designate, in writing, certain other employees at that school to petition the court for the extreme risk protection order. Such employees include: teachers, school guidance counselors, school psychologists, school social workers, school nurse, any other personnel required to hold a teaching or administrative license or certificate, and certain coaches (those who are full- or part-time paid employees required to hold either a temporary coaching license or professional coaching certificate).

Under Education Law section 3023, the district must defend and indemnify employees against lawsuits for negligence, accidental bodily injury or property damage where the employee is performing his/her duties within the scope of employment.

The Superintendent or his/her designee is directed to take appropriate steps to notify district staff of the provisions of this policy. This includes ensuring that employees are trained and knowledgeable about when and how to properly utilize the law to best protect the school from violence. Staff will be notified of who is designated to file extreme risk protection orders in the building or district.

Cross-ref: Code of conduct
1355 - School Safety Plans and Teams

Ref: Civil Practice Law and Rules Article 63-A
Education Law §3023

Adopted:
December 18, 2023

STUDENT HARASSMENT & BULLYING PREVENTION AND INTERVENTION
(Dignity for All Students Act)

The Board of Education of the Patchogue-Medford School District is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that students' ability to learn and to meet high academic standards and a school's ability to educate its students are compromised by incidents of bullying, hazing, or harassment. Such behavior affects not only the individuals who are its targets, but also those who participate in or witness such acts.

Therefore, it is the policy of the District to prohibit bullying, hazing, and harassment on district property, district transportation, and at school-sponsored (on or off campus) events and functions. Acts of bullying, hazing, and harassment are prohibited, whether they are committed directly or indirectly, in person (face-to-face), or remotely by use of electronic technology, and whether on school property, at a school function, on a school or coach bus, or off school property where there is a sufficient nexus to the school environment. The District prohibits acts of bullying, hazing, and harassment that create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the educational process or the orderly operation of a school.

The Board recognizes that, in some instances, acts of bullying, hazing, and harassment may constitute discrimination in violation of state and federal law and regulation and/or District policy. The District strictly prohibits all forms of discrimination, including bullying, hazing, and harassment. No student shall be subjected to discrimination based on, but not limited to, a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, age, socioeconomic status, sexual orientation, gender, or sex by school employees or students on District property or at a school function. Additional information can be obtained by reviewing Board of Education Policy #2451-Nondiscrimination in Education Programs.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)

DEFINITIONS

1. **Bullying**. Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.
2. **Cyberbullying**. Cyberbullying is defined as harassment (see below) through any form of electronic communication. Opportunities for cyber bullying exist both on and off of the premises of Patchogue-Medford Schools and may involve the use of, but not limited to, the Patchogue-Medford computer system, electronic mail system, or personal computers, cell phones, digital cameras. Cyberbullying using any of these methods shall be covered by this policy. Within the parameters of these definitions, cyber bullying may include, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological device or tool, such as sending or posting inappropriate or derogatory electronic mail messages, instant messages, text messages, digital pictures or images, or website postings (including blog entries).
3. **Discrimination**. Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).
4. **Hazing**. Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
5. **Harassment**. The Dignity for All Students Act (§§ 10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying:

    a. That has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being;
    b. That reasonably causes, or would reasonably be expected to cause, a student to fear for his or her physical safety;
    c. That reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; **or**
    d. That occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property and has an impact on a student as set forth in subdivisions (a), (b), or (c) on school grounds or at a school event, activity, or function.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)
Definitions (Continued)

The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- Race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as but not limited to braids, locks, and twists),
- color,
- weight,
- national origin,
- ethnic group,
- marital status
- familial status
- religion,
- religious practice,
- physical or mental ability or disability,
- socio-economic status
- sex,
- sexual orientation, or
- gender (including gender identity and expression).

Within the parameters of the above definitions, "bullying" and "harassment" may take many forms including, but not limited to: slurs, rumors, jokes, innuendo, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, name-calling, insulting remarks, frightening phone calls, extortion, taunting, gossip, damaging or taking a student's clothes or personal property, exclusion from a group, teasing, humiliating a student or other written, verbal, physical, or electronic actions.

6. **Electronic communication**: a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communications transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, blogs, twitter, etc.

7. **Emotional harm**: harm to a student's emotional well-being in the context of bullying, hazing, or harassment through the creation of a hostile school environment that is so severe or pervasive so as to unreasonably and substantially interfere with a student's education.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)
Definitions (Continued)

For the purpose of this definition the term "threats, intimidation or abuse" includes verbal and nonverbal actions.

REPORTING AND INVESTIGATION OF REPORTS

In order for the Board to effectively enforce this policy and to take prompt corrective measures when the policy is violated, it is essential that all victims and persons with knowledge of bullying, harassment, or similar behavior report it immediately to District administrative staff. Students who have been bullied, parents whose children have been bullied, or other students who observe bullying behavior may make an oral or written report of bullying, hazing, harassment, or discrimination to teachers, administrators or other school personnel the District deems appropriate. The Building Principal, Superintendent, or the Principal's or Superintendent's designee shall be charged with receiving reports of bullying, hazing, harassment, and discrimination . All employees who witness bullying, hazing, harassment, and/or discrimination or receive an oral or written report of such acts, are to promptly verbally notify the principal, superintendent, or their designee, not later than one (1) school day after witnessing or receiving a report of such acts, and must file a written report with the principal, superintendent, or their designee no later than two (2) school days after making such verbal report.

The District will promptly investigate all complaints, whether informal or formal, verbal or written. The Principal, Superintendent, or the Principal's or Superintendent's designee shall lead or supervise the thorough investigation of all reports of bullying, hazing, harassment, and discrimination, and ensure that the investigation is completed promptly after the receipt of any written reports. School staff will utilize the flow charts and forms provided pursuant to Policy 5170-R, the Student Harassment and Anti-Bullying Regulation (see exhibit 5170-E, Student Harassment and Bullying Complaint Form). All members of the school community will have access to the Bullying Complaint Forms under Exhibit 5170-E, and complaints will be treated confidentially to the extent possible but limited disclosure may be required to complete a thorough investigation.

In the event a Principal is the alleged harasser, the Superintendent of Schools or designee shall conduct an equitable and thorough investigation. In the event the Superintendent of Schools, Board-appointed Officer or a Board member is the alleged harasser, the Board of Education shall designate an independent investigator to conduct an equitable and thorough investigation and report such findings to the Board.

If, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken. This corrective action will be aimed at ending the bullying, hazing, harassment, or discrimination; eliminating any hostile environment; creating a more positive school culture and climate; preventing recurrence of the behavior; and ensuring the safety of the student or students who were the subjects of the bullying, hazing, harassment, or discrimination.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)
Reporting and Investigation of Reports (Continued)

However, the District cannot guarantee incidences will not recur, and parent(s), student(s), and employee(s) are encouraged to report any further incidents to the Principal as soon as practicable. Consistent with the5District's Code of Conduct, measured, balanced, and age-appropriate responses will be taken to instances of bullying, hazing, harassment, and discrimination by students. Remedies and procedures will follow a progressive model that makes appropriate use of intervention, discipline, and education, varying in method according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors.

Upon completion of the investigation, all responding parties will complete the Bullying Determination Forms and subsequent Conduct/Action Plan forms if deemed necessary. The results of the investigation will be reported back to both the target and the accused as specified in the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy. Where required, material incidents of bullying and harassment will be reported to the State Education Department in the manner prescribed by the Commissioner. The Principal, Superintendent, or their designee shall promptly notify the appropriate local law enforcement agency when it is believed that any bullying, hazing, harassment, or discrimination constitutes criminal conduct.

Each building principal or his/her designee will submit the state mandated VADIR/DASA reports to the Superintendent of Schools or Superintendent's designee on an annual basis, denoting trends related to any bullying, hazing, harassment, and/or discrimination .

Any person having reasonable cause to suspect that a student has been subjected to bullying or harassment who, acting in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities, or otherwise participates in proceedings related to such bullying or harassment, shall have immunity from any civil liability arising from making such report or participating in the related investigation.

NON-RETALIATION

Retaliation for reporting incidents of bullying or harassment, or for participation in a related investigation is strictly prohibited. All complainants and those who participate in the investigation of a complaint in conformity with State law and District policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind. No district employee shall take, request, or cause a retaliatory action against any such person who, acting reasonably and in good faith, reports or assists in the investigation of bullying. False reports or retaliation against the alleged bully or harasser also constitutes a violation of this policy. Acts of retaliation should be reported to the Administration. The District will investigate such reports and if, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken. Student violators of the policy may be subjected to disciplinary action in accordance with the Code of Conduct.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)

POLICY IMPLEMENTATION

The Superintendent of Schools shall implement regulations for reporting, investigating, and addressing allegations of bullying, hazing, harassment, and discrimination .

The Board recognizes that the effective implementation of this policy requires that it be part of a District-wide educational program that shall include elements of prevention, intervention and consequences:

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key District value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction.

Prevention will include:

1. Training for administrators and staff to: promote a positive school environment that is free from bullying, hazing, harassment, and discrimination; discourage and respond to incidents of bullying, hazing, harassment, and discrimination; increase awareness of and sensitivity to the prevalence, causes, social patterns, identification, mitigation, and consequences of bullying, hazing, harassment, cyber-bullying, and discrimination; share strategies for preventing and effectively addressing such behavior, as well as problems of exclusion, bias and aggression in the educational setting; ensure the effective implementation of school policy on conduct and discipline; and include safe and supportive school climate concepts in curriculum and classroom management;

2. Promoting student involvement in anti-bullying and anti-harassment efforts, peer support, mutual respect, and creating a culture which encourages students to report incidents of bullying and harassment, or similar behavior to an adult;

3. Collaborating with families and the community to inform parents about the prevalence, causes, and consequences of bullying and harassment;

4. Instruction for all students in civility, citizenship and character education, including, but not limited to, principles of honesty, tolerance, personal responsibility, respect for others (with an emphasis on discouraging acts of bullying, hazing, harassment, and discrimination), observance of laws and rules, courtesy, dignity, awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, and sexes, and instruction of safe, responsible use of Internet and electronic communications.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)

Intervention
Intervention by staff is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Intervention will include:

1. Training for school staff on how to respond appropriately to students who engage in bullying or harassing behavior, are victims of such behavior, and are bystanders who report such behavior;

2. Remedial measures designed to correct the bullying or harassing behavior, prevent another occurrence, and protect the victim;

3. Development of nondiscriminatory instructional and counseling methods; and

4. Thorough training of at least one staff member at every school to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, physical or mental ability or disability, sexual orientation, gender, sex, marital status, gender identity, socio-economic status, and familial status. This staff member will be designated the Dignity Act Coordinator. The school's Dignity Act Coordinator's contact information will be included in student registration materials, student, parent, and employee handbooks, and other appropriate school publications, and will be distributed to students and staff annually at the beginning of the school year.

5. Instruction will also be directed at addressing the safe and responsible use of the Internet and electronic communications.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to report it in accordance with this policy, refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Consequences
While the focus of this policy is on prevention, acts of bullying or harassment may still occur. In these cases, appropriate disciplinary actions will be taken in accordance with this policy and with the District's Code of Conduct, as applicable.

Consequences may include:

1. Discipline, including suspensions and expulsions consistent with the Student Code of Conduct and all rights under law and other applicable agreements; and

2. Recognition for positive behavior exhibited by students who take an active role in addressing prohibited behaviors.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)
Consequences (Continued)

Disciplinary sanctions and corrective actions will take into account the severity of incidents, frequency and duration. Furthermore, possible consequences include, but are not limited to:

- Parent notification
- Written warning
- Parent conference
- Detention
- In School Suspension (ISS)
- Exclusion from school program or activities
- Out of School Suspension (OSS)
- Expulsion
- Consequences as permitted by Board of Education policy and the Code of Conduct.
- Restoration or repayment

This policy shall be included in the code of conduct in plain language, student registration materials, student, parent and employee handbooks, and other appropriate school publications, and distributed to students and staff annually at the beginning of the school year. A summary of this policy shall be included as a part of the District's summary of the code of conduct.

Student Safety
The Board acknowledges that, notwithstanding actions taken by District staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential.

Provisions for Students Who Do Not Feel Safe at School
Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the Building Principal. The Building Principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The District recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)

DISSEMINATION, MONITORING AND REVIEW

This policy, or a plain language summary, will be published in student registration materials, student, parent and employee handbooks, and posted on the District's website. A bullying complaint form will be available on the District's website. The District will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis.

The names, designated school, and contact information for the designated personnel will be shared with all school personnel, students, and persons in parental relation as follows:

a. Listing such information in the District's Code of Conduct;
b. Posting updates of such information on the District's website;
c. Including such information in the plain language summary of the District's Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;
d. Providing such information to parents and persons in parental relation in a yearly mailing or other method of distribution, such as sending the information home with each student and, if any of the information changes, distributing it as soon as practicable thereafter;
e. Posting such information in highly-visible areas of school buildings; and
f. Making such information available at the District and Building-level administrative offices.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with State and Federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The District will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

The Superintendent of Schools shall implement regulations for reporting, investigating, and addressing allegations of bullying, hazing, harassment, and discrimination.

Cross-ref: 2451, Non-Discrimination in Education Programs and Activities
2452, Sexual Harassment (Title IX)
2452-R, Sexual Harassment Regulation
5137, Students with Disabilities Pursuant to Section 504
District Code of Conduct
5150. Uniform Violence Incident Reporting
4000, Staff Development Opportunities

Student Harassment & Bullying Prevention and Intervention (DASA) (Continued)

Ref: Dignity for All Students Act, Education Law, §10 – 18
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a
8 NYCRR 100.2(c), (l), (jj), (kk); 119.6
Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969)
Doninger v. Niehoff, 527 F.3d 41 (2d. Cir. 2008)
Pollnow v. Glennon, 594 F.Sup. 220, 224 aff'd 757 F.2d. 496
Zeno v. Pine Plains 702 F3rd 655 (2nd Cir. 2012)
Cuff v. Valley Central School District F3rd 109 (2nd Cir 2012)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S, 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Appeal of K.S., 43 Ed. Dept. Rep. 492
Appeal of Ravick, 40 Ed. Dept. Rep. 262
Appeal of Orman, 39 Ed. Dept. Rep. 811

Adopted:
July 3, 2012
Revised:
August 26, 2013
Revised:
August 29, 2016
Revised:
October 24, 2022

STUDENT HARASSMENT AND BULLYING COMPLAINT FORM

Bullying, Harassment or Intimidation Reporting Form
Patchogue-Medford Schools

Directions: Bullying, harassment or intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying, harassment or intimidation, complete this form and return it to the Principal at the student victim's school. Contact the school for additional information or assistance at any time.

Bullying, harassment or intimidation means intentional conduct, including verbal, physical or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

* motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
* threatening or seriously intimidating; and,
* occurs on school property, at a school activity or event, or on a school bus; or,
* substantially disrupts the orderly operation of a school.

"Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer or pager.

Today's Date _____ School _____

Person Reporting Incident (First and Last Name) _____

Telephone # _____ E-mail address _____

Place an "x" in the appropriate box:

☐ Student ☐ Student (witness/bystander) ☐ Parent/guardian ☐ Other Adult ☐ School staff member

Name of student victim (First and Last Name) _____ Age _____

Name(s) of alleged offenders(s) (if known)	Age	School (if known)	Is he/she a student?
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No

On what date(s) did the incident happen? Mo/Day/Yr _____ Mo/Day/Yr _____ Mo/Day/Yr _____

Where did the incident happen? (choose all that apply):

☐ On school property ☐ At a school-sponsored activity or event off school property

☐ On a school bus ☐ On the way to/from school

Place an "x" next to the statement(s) that best describes what happened (choose all that apply):

☐ Any bullying, harassment or intimidation that involves physical aggression

☐ Getting another person to hit or harm the student

☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means

☐ Demeaning and pointing inappropriate jokes towards victim

☐ Excluding or rejecting the student

☐ Making rude and/or threatening gestures

☐ Spreading harmful rumors or gossip

☐ Intimidating (bullying), extorting or exploiting

☐ Electronic communications (specify) _____

☐ Other (specify) _____

Student Harassment and Bullying Complaint Form (Continued)

What did the alleged offender(s) say or do? (Attach a separate sheet if necessary)	

Why did the bullying, harassment or intimidation occur? (Attach a separate sheet if necessary)	

Did a physical injury result from this incident? Place an "x" next to one of the following:

☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention

If there was a physical injury, do you think there will be permanent effects? ☐ Yes ☐ No

Was the student victim absent form school as a result of the incident? ☐ Yes ☐ No

If yes, how many days was the student victim absent from school as a result of the incident? ☐

Did a psychological injury result from this incident? Place an "x" next to one of the following: ☐ No

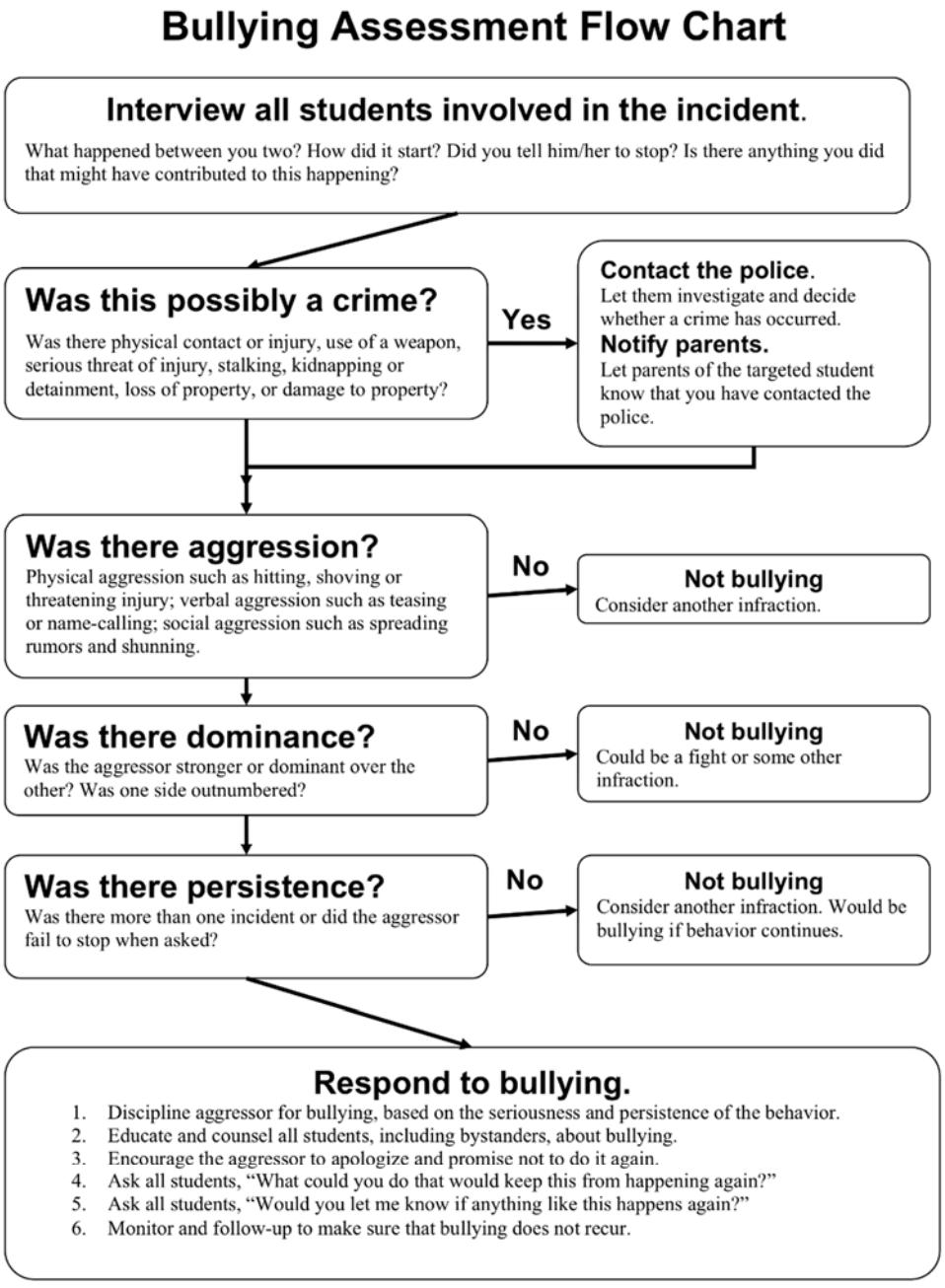
☐ Yes, but psychological services have not been sought ☐ Yes, and psychological services have been sought

Is there any additional information you would like to provide? (Attach a separate sheet if necessary)	

Signature ☐ Date ☐

Updated 5/12/2012

Student Harassment and Bullying Complaint Form (Continued)
Bullying Assessment Flow Chart



STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION REGULATION

The Superintendent of Schools hereby implements the following regulation for reporting, investigating, and addressing allegations of bullying, hazing, harassment, and discrimination.

INVESTIGATION AND RESOLUTION PROCEDURE

A. Initial (Building-level) Procedure

Whenever a complaint of bullying is received whether verbal or written, it will be subject to a thorough preliminary review and investigation. Except in the case of severe or criminal conduct, the Building Principal or the Building Principal's designee should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the bullying and obtain a prompt and equitable resolution to a complaint. In the event a Principal is the alleged harasser, the Superintendent of Schools or designee shall conduct an equitable and thorough investigation. In the event the Superintendent of Schools, Board-appointed Officer or a Board member is the alleged harasser, the Board of Education shall designate an independent investigator to conduct an equitable and thorough investigation and report such findings to the Board.

As soon as possible, but no later than ***three school days*** following receipt of a complaint, the Building Principal or the Building Principal's designee should begin an investigation of the complaint by:

- Reviewing any written documentation provided by the victim(s).
- Conducting separate interviews of the victim(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notify them that if objectionable behavior has occurred, it must cease immediately. The individual will be made aware of remediation opportunities as well as potential disciplinary consequences.
- Determining whether the complainant needs any interim accommodations to ensure their safety pending a resolution of the complaint and following up periodically until the complaint has been resolved. Interim accommodations may include, but are not limited to:
    - Access to private bathroom facilities;
    - Access to private locker room facilities;
    - An escort during passing periods;
    - If the student feels unsafe in a specific class, an opportunity for individual tutoring or independent study until the case is resolved;
    - An opportunity for independent study at home with District-provided tutor until the case is resolved;
    - Permission to use personal cell phone in the event that the student feels threatened and needs immediate access to parent or guardian;
    - Assignment of a bus monitor.

Student Harassment and Bullying Prevention and Intervention Regulation (Continued)
Investigation and Resolution Procedure (Continued)

The District recognizes that there is a need to balance interim accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student.
Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if interim accommodations need to be changed or discontinued.

Parents of student victims and accused students should be notified within one school day of allegations that are serious or involve repeated conduct.

Where appropriate, informal methods may be used to resolve the complaint, including but not limited to:

a) discussion with the accused, informing him or her of the District's policies and indicating that the behavior must stop;
b) suggesting counseling, skill building activities and/or sensitivity training;
c) conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
d) requesting a letter of apology to the victim;
e) writing letters of caution or reprimand; and/or
f) separating the parties.

Appropriate disciplinary action will be recommended and imposed in accordance with District policy, the District's Code of Conduct, the applicable collective bargaining agreement or State law and regulation. The District will make every reasonable effort to attempt to first resolve the misconduct through non-punitive measures.

The investigator shall report back to both the victim and the accused, notifying them within ***three school days*** in writing, and also in person, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. The actions taken will be in conformance with the *Discipline/Penalties* section of this regulation. The victim shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against them.

Student Harassment and Anti-Bullying Regulation (Continued)
Investigation and Resolution Procedure (Continued)

When an investigation verifies a material incident of harassment, bullying and/or discrimination, the Building Principal or Principal's designee shall take prompt action, reasonably calculated to end the harassment, bullying and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

If a complaint contains evidence or allegation of serious or extreme bullying, the complaint shall be referred promptly to the Superintendent. The complainant will also be advised of other avenues to pursue their complaint, including contact information for State and Federal authorities.

In addition, where the Building Principal or Principal's designee believes that the alleged bullying incident constitutes criminal conduct, they should promptly notify the appropriate local law enforcement authorities and contact the school attorney and appropriate child protection authorities.

Any party who is not satisfied with the outcome of the initial investigation by the Building Principal or the Principal's designee may request a District-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District Level Procedure

The Superintendent or designee shall promptly investigate and resolve all bullying complaints that are referred to them, as well as those appealed to the Superintendent following an initial investigation by a Superintendent or the Principal. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board of Education President, who shall refer the complaint to an appropriate individual for investigation.

The District level investigation should begin as soon as possible ***but not later than three working days*** following receipt of the complaint by the Superintendent or Board President.

In conducting the formal District level investigation, the District will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigation such complaints.

If a District investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior in accordance with the *Discipline/Penalties* section of this regulation.

Student Harassment and Anti-Bullying Regulation (Continued)
Investigation and Resolution Procedure (Continued)

No later than 15 working days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the victim and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all the parties with a written status report within 30 days following the receipt of the complaint.

For any appeal of a determination of bullying by the Building Principal, the Superintendent or designee shall review the record of the Building Principal's or the Principal's designee's investigation and determination and whether further investigation is warranted and/or whether the Building Principal or Principal's designee has complied with the District policy and regulation. The Superintendent of Schools or designee shall conduct an investigation if the Building Principal or the Principal's designee did not conduct a thorough investigation or failed to follow District policy or regulation. Upon determining a thorough investigation was completed and the District is in compliance with District Policy and regulation, the Superintendent of Schools shall determine the appeal by advising complainants of the determination in writing.

Any party who is not satisfied with the outcome of the district-level investigation may appeal to the Board of Education by submitting a written request to the Board President within 30 days.

C. Board Level Procedure

When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.

The Board will notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the complainant.

The Board shall then review such record of the case and render a decision in writing within fifteen (15) school days after the hearing has been concluded.

The District will retain documentation associated with complaints and investigations in accordance with Schedule LGS-1.

CONFIDENTIALITY

It is District policy to respect the privacy of all parties and witnesses to bullying. To the extent possible, the District will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the District's legal obligation to provide due process to the accused, to conduct a

thorough investigation, and/or to take necessary action to resolve the complaint, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

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

1. the request may limit the District's ability to respond to the complaint;
2. District policy and federal law prohibit retaliation against complainants and witnesses;
3. the District will attempt to prevent any retaliation; and
4. the District will take strong responsive action if retaliation occurs.

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

DISCIPLINE/PENALTIES

Any individual who violates this policy by engaging in prohibited bullying will be subject to appropriate action, which may include disciplinary measures Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.

Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling;
- Parent conferences; or
- Student treatment or therapy,

Student Harassment and Anti-Bullying Regulation (Continued)
Discipline/Penalties (Continued)

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students:	Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the student conduct and discipline policy and applicable law.
Employees:	Discipline may range from a warning up to and including termination, to be imposed consistent with applicable contractual and statutory rights.
Volunteers:	Penalties may range from a warning up to and including loss of volunteer assignment.
Vendors:	Penalties may range from a warning up to and including loss of District business.
Other Individuals:	Penalties may range from a warning up to and including denial of future access to school property.

Cross-ref: Policy 5137, Students with Disabilities Pursuant to Section 504
Policy 5159, Unlawful Harassment and Bullying
Exhibit 5170-E, Student Harassment and Bullying Complaint Form

Regulation Adopted:
October 24, 2022

EDUCATION OF HOMELESS CHILDREN

Identification of Homeless Children and Unaccompanied Youth

The Board of Education recognizes its responsibility under federal (McKinney-Vento) and state laws and regulations to identify homeless children within the District, encourage their enrollment and eliminate existing barriers to their identification, education, attendance, or success in school which may exist in District practices. The Board will provide homeless children attending the District's schools with access to the same free and appropriate public education and other school programs and activities, including publicly funded preschool education, as other children.

To assist in determining eligibility for services under the McKinney-Vento Act, the District will utilize a housing questionnaire for all enrolling students, and those reporting a change of address which asks for a description of the current living arrangements. In order to determine whether there are unserved homeless children in the School District, the School District shall contact the local department of social services, local runaway and homeless youth shelters and any other shelters located in the School District. It is understood that not all homeless students can be identified through agencies as they may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason.

Definition of Homeless Children and Unaccompanied Youth

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship or similar reason; lives in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital; or is a migratory child who qualifies as homeless.

An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

Enrollment of Homeless Children and Unaccompanied Youth

A homeless child or youth has the right to designate one of the following as the school district within which the homeless child shall be entitled to attend: the (1) school district of origin (i.e., the school district in which the child was attending or was entitled to attend when circumstances arose which caused such child to be homeless); (2) the school district of current location (i.e., the school district in which the hotel, motel or other temporary housing arrangement is located); or (3) a school district participating in a regional placement plan . Such schools include publicly-funded preschools administered by the district or the State Education Department (SED).

Education of Homeless Children (continued)
Enrollment of Homeless Children and Unaccompanied Youth (continued)

The homeless child is entitled to attend the designated school district on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue to attend in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building. If a homeless child completes the final grade level in his/her school of origin, the child may also attend the designated receiving school at the next grade level.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. **Admission**: Upon designation, the District shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records (however, the district may temporarily exclude a child from attendance if there are actual symptoms of a communicable disease that poses a significant risk of transmission to others), proof of age or residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals.

   Homeless children will have the same opportunity as other children to enroll in and succeed in the District's schools. They will not be placed in separate schools or programs based on their status as homeless. The District shall eliminate barriers to identification, enrollment, and retention of homeless children, including barriers to enrollment and retention due to outstanding fee, fines, or absences.

2. **Transportation**: The District shall provide transportation for homeless students currently attending the District's schools as required by applicable law, as described in the accompanying Regulation 6160-AR. A designated school district that must provide transportation to a homeless child may not provide transportation in excess of 50 miles one way, unless the Commissioner of Education determines that it is in the best interest of the child.

3. **School Records**: For homeless students attending school out of the District, the District shall, within five (5) days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. For homeless students attending school in the District, the District shall immediately request the student's records (academic, medical, etc.) from the school the student last attended.

4. **Coordination:** The District shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records and other inter-district activities.

Education of Homeless Children (continued)
Enrollment of Homeless Children and Unaccompanied Youth (continued)

This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

A portion of the District's Title I, Part A funds shall be set aside for homeless children and youth to provide educationally related support services and services not ordinarily provided to other students.

Information about a homeless child's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.

5. **Homeless Liaison**: The Superintendent shall also designate a McKinney-Vento liaison for homeless children and ensure that this person is aware of, and able to carry out, his or her responsibilities under the law. The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness.

   The liaison's responsibilities shall include, but not be limited to:

   a. Informing parents or guardians of homeless children of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of their children;

   b. Informing parents or guardians and unaccompanied youth of all transportation services available to them, and assisting parents in accessing such services;

   c. Assisting parents or guardians of homeless children in promptly resolving disputes regarding services under this policy and enrollment;

   d. Coordinating the identification of homeless children, including homeless preschoolers, with school personnel, through outreach and in coordination with shelters, social service agencies, and other appropriate entities;

   e. Ensuring that homeless children are enrolled in educational programs, including but not limited to Head Start and preschool services to which they are eligible as well as referrals to health care, dental, mental health and substance abuse services, housing services and other appropriate services for homeless children and their families;

   f. Disseminating public notice of the educational rights of homeless children inlocations frequented by homeless unaccompanied youth and parents/guardians of homeless children, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to them;

Education of Homeless Children (continued)
Enrollment of Homeless Children and Unaccompanied Youth (continued)

g. Ensuring staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless students;

h. Informing homeless unaccompanied youth of their rights; ensuring they are enrolled in school and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

i. assisting the parent or guardian of the child or youth (or in the case of an unaccompanied youth) the youth with obtaining any necessary immunizations or screenings, or immunization or other required health records;

j. Ensuring that enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act, including where if a dispute arises over eligibility, school selection, or enrollment in a school, the child shall be enrolled.

Other District Responsibilities

In accordance with law and regulation, the District will offer a prompt dispute resolution process as set forth in accompanying administrative regulations. A student shall be entitled to continued enrollment in the District's schools, and transportation, pending resolution of the dispute and all available appeals.

In accordance with Commissioner's regulations, the District shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Dispute Resolution Process

If, after the Superintendent reviews the designation form (STAC-202), he/she finds that the student is either not homeless, not entitled to attend the district's school, or not entitled to transportation (if requested) the Superintendent or designee will do the following:

1. Contact the district's homeless liaison to assist the homeless student's parents or guardians or the unaccompanied youth in the dispute resolution process.

2. Contact the student and parent (if available) and inform them of their opportunity to provide more information prior to the district making a final determination.

If, after consideration of any additional information and input from the homeless liaison, the Superintendent makes a final determination that a student is not homeless, or not entitled to enrollment or transportation, he/she must provide the student's parent or guardian, or the student, if the student is an unaccompanied youth, with written notice that the student is not entitled to their

Education of Homeless Children (continued)
Dispute Resolution Process (continued)

request. This written notice must also:

1. state the rationale/basis for the district's determination;

2. state the date as of which the student will be excluded from the district's schools (or transportation);

3. advise that the district's final determination may be appealed to the Commissioner of Education (Commissioner);

4. provide the name and contact information for the district's homeless liaison;

5. inform the student's parent or guardian or the student, if the student is an unaccompanied youth, that the district's homeless liaison is required to assist him/her in filing such an appeal; and

6. include, as an attachment, the form needed to file an appeal to the Commissioner.

The Superintendent must ensure that the district's final decision is delivered to the parent, guardian, or unaccompanied youth in a timely manner. The student must remain enrolled and provided with transportation (if requested) until the district makes a final determination and for a minimum of 30 days after the determination to give the student's parent or guardian or unaccompanied youth the opportunity to appeal to the Commissioner.

If the parent/guardian or student commences an appeal to the Commissioner within 30 days of the final determination, the homeless child or youth will be permitted to continue to attend the school s/he is enrolled in at the time of the appeal and/or receive transportation to that school until all available appeals are final.

Cross Ref: 5110, School Admissions
5151B, Student Health Services

Ref: 20 USC § 6313(c)
42 USC §§11431, et seq.
McKinney-Vento Education for Homeless Children and Youth Program, 81 Fed. Reg. 14432-14436 (3/17/16)
Education Law §§207; 305; 3202; 3205; 3209
Executive Law §§532-b; 532-e
Social Services Law §§17; 62; 397
8 NYCRR §§100.2(X); 175.6

Education of Homeless Children (continued)

Adopted:
June 24, 2019
Revised:
January 24, 2022
Reviewed:
October 24, 2022
Reviewed:
August 21, 2023
Reviewed:
October 28, 2024

STUDENT GENDER IDENTITY

All students need a safe and supportive educational environment to progress academically and developmentally. The Patchogue-Medford School District is committed to fostering a safe learning environment for all students, free from discrimination and harassment on the basis of gender, gender identity, gender nonconformity, and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

Key Terms

Generally, District personnel should use the language that individual students are using to describe their own gender identity, appearance, or behavior. The most common terms are:

Cisgender: a person whose gender identity corresponds to their assigned sex at birth.

Gender: actual or perceived sex, typically with reference to social and culture differences rather than physiological ones.

Gender expression: the ways a person conveys their identity to others, such as through behavior, appearance, clothing, hairstyle, activities, voice, and mannerisms.

Gender identity: a person's inner sense or psychological knowledge of being male, female, neither or both.

Gender nonconforming (GNC): describe someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with that gender assigned at birth. This is also referred to as gender variant or gender atypical.

Transgender: someone whose gender identity is different than their gender assigned at birth.

Transition: the process by which a person socially or physically aligns their gender expression more closely to their gender identity than their assigned sex at birth.

Records

As required by law, the District will maintain the confidentiality of student information and records. If a transgender or GNC student has officially changed his or her name, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

Student Gender Identity (Continued)
Records (Continued)

If a transgender or GNC student has not officially changed his or her name, but wishes to be referred to by a different name that corresponds to their gender identity, the District may create or change unofficial records to reflect the name and gender identity that the student consistently asserts at school. On state standardized tests, certain reports to New York State Education Department, and when necessary to ensure appropriate and coordinated medical care, however, the District will use the student's legal name and gender. Any student identification cards will be issued with the name reflecting the gender identity the student consistently asserts at school. The District will maintain records with the student's assigned birth name and gender in a separate, confidential file.

Name and Pronouns

When apprised of student's transgender or GNC status, the District will endeavor to engage the student and his or her parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Transgender and GNC students have the right to discuss and convey their gender identity and expression openly and decide when, with whom, and how much to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is communicated to the others. District staff will use the name and pronoun that corresponds to the gender identity the student consistently asserts at school.

Restrooms and Locker Rooms

The District will allow a transgender or GNC student to use the restroom and locker room that corresponds to the student's consistently expressed gender identity at school. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms will be provided with a safe and adequate alternative, but they will not be required to use that alternative.

Physical Education and Sports

Physical education is a required part of the District's curriculum. Where these classes are sex-segregated, students will be allowed to participate in a manner consistent with their gender identity. Students will likewise be allowed to participate in intramural activities consistent with their gender identity.

Student Gender Identity (Continued)
Physical Education and Sports (Continued)

Upon written notification that a transgender or GNC student would like an opportunity to participate in the District's interscholastic athletics program consistent with his or her gender identity, the District will determine his or her eligibility in accordance with applicable law, regulations, and guidelines. The District will confirm the student's asserted gender identity with documentation it considers appropriate from a parent/guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals. The student's gender identity should be the same as the identity used for District registration and other school purposes.

The District's Director of Athletics, Physical Education, Health Education, and Nurses will notify opposing team athletic directors or the New York State Public High School Athletic Associations if a student needs any accommodations during competitions. Any appeal regarding the District's eligibility decision will be directed to the Commissioner of Education.

Other Activities

Generally, in other circumstances where students may be sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District Policy and applicable law, regulations, and guidelines.

Dress Code and Team Uniforms

Transgender or GNC students may dress in accordance with their gender identity or expression, within the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis or gender.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

Ref: The Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g
34 CFR Part 99
Title IX of the Education Amendments of 1972
Education Law Article 2 and §§ 2-d, 11(7), 3201-a
8 NYCRR § 100.2
NYSED, Guidance to School Districts for Creating a Safe and Supportive School Environment for Transgender & Gender Nonconforming Students (July 2015)

Student Gender Identity (Continued)

New York State Public High School Athletic Association Transgender Guidelines (July 2015)
U.S. Department of Justice and U.S. Department of Education, Dear Colleague Letter on Transgender Students (May 2016)

Cross-ref: District Code of Conduct
2451, Nondiscrimination in Education Programs and Activities
5125, Availability of Student Records in accordance with FERPA
5148, Sexual Harassment of Students
5170, Student Harassment & Bullying Prevention and Intervention (DASA)

Adoption date:
November 19, 2018

Gender Neutral Restrooms

The District hereby designates all single-occupancy restrooms located in its schools as gender-neutral. Such gender-neutral restrooms shall be clearly designated with signage on or near the entry door of each facility. The school shall remove signage from any and all existing single-occupancy restrooms which designate the restroom as "male" or "female." These signs shall be replaced with signage indicating the restroom is open to people of all genders. Existing single-occupant restrooms labeled as "unisex" may remain, and no additional signage is required.

All single-occupant restrooms utilized by students in grades 6-12 shall have feminine hygiene products available. This requirement shall not apply to single-occupant restrooms designated for staff use only.

Adopted:
March 22, 2021

STUDENT HEALTH SERVICES

The Board of Education recognizes that good student health is vital to successful learning and acknowledges its responsibility, along with that of parent(s) or guardian(s), to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing, dental inspection and scoliosis screening. Results will be referred to the parent(s) or guardian(s) who will be encouraged to have their family physician/dentist provide appropriate care.

A health certificate is required within 30 calendar days for all students entering the school district for the first time, and upon entering pre-kindergarten kindergarten, first, third, fifth, seventh, ninth, and eleventh grades. The examinations, which must conform to state requirements, must have been conducted no more than 12 months before the first day of the school year in question. If a student is unable to furnish the health certificate, the school will provide a physical examination by a licensed provider. A request for exemption from the physical examination, or the requirement to provide a health certificate, must be made in writing to the school principal or designee, who may require documents supporting the request. The only basis for exemption for a health examination, health history, examination for health appraisal, screening examination for sickle cell anemia and/or other health screenings is a claim that such examination is in conflict with a parent or guardian's genuine and sincere religious belief. Health examinations shall also be provided prior to student participation in strenuous physical activity and periodically throughout the season as necessary and for all students who need work permits.

The Board recognizes that the State of New York may authorize and require the collection of data from health certificates in furtherance of tracking and understanding health care issues that affect children. The Board supports these efforts and expects administrators to cooperate and to observe the appropriate laws and regulations in carrying out those responsibilities, including those related to student privacy.

In addition, students will be asked to provide a dental health certificate within 30 days after a student's entrance into the school and after entering first, third, fifth, seventh, and ninth grades. An examination and dental health history of any student may be requested by school authorities at any time in their discretion to promote the educational interests of the child.

Student Health Services (Continued)

Homeless students will be admitted to school even if they do not have the required health or immunization records but may be temporarily excluded if they show actual symptoms of a communicable disease that poses a significant risk of transmission to others (see "Communicable Diseases" below).

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the school nurse.

Emergency Care

Schools shall also provide emergency care for students in accidental or unexpected medical situations. Each school in the district will include in its emergency plan a protocol for responding to health care emergencies, including anaphylaxis, and head injury. The district will stock epinephrine auto-injectors for non-patient specific use. The district shall ensure that designated staff are properly trained. The district permits emergency administration of opioid antagonists, such as naloxone, by the school nurse to prevent opioid overdose. Parents/guardians will be notified of any emergency medical situation as soon as is practicable. Parents/guardians will receive notification of non-emergency medical situations that have been reported to the nurse in a timely manner.

Communicable Diseases

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods indicated on a chart developed by the school nurse.

During an outbreak of these communicable diseases, if the Commissioner of Health or designee so orders, the district will exclude students from school who have an exemption from immunization or who are in the process of obtaining immunization. The district will provide additional protections to students who are otherwise medically vulnerable.

Administering Medication to Students

Neither the Board nor district staff members shall be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours shall be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g.,

Student Health Services (Continued)
Administering Medication to Students (Continued)

Section 504 of the Rehabilitation Act of 1973). "Medication" will include all medicines prescribed by a physician.

Before any medication may be administered to or by any student during school hours, the Board requires:

1. The written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication; and

2. The written order of the prescribing authorized medical provider, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication will be administered, the period for which medication is prescribed, and the possible side effects of the medication; and

3. that in order for a student to carry and use a rescue inhaler, an epinephrine auto-injector, insulin, or glucagon and associated testing supplies, written permission must be provided by both the parent and the prescribing authorized medical provider in accordance with state law and regulation.

Students are allowed to carry and apply parentally provided sunscreen without a prescription from a medical provider, assuming that sunscreen is FDA approved and that the sunscreen is not treating a medical condition. Parents need to provide the district with written permission for students to use sunscreen. Permission slips and medical orders will be kept on file in the office of the school nurse.

In addition, in accordance with Education Law 919, the district shall make a nebulizer available on-site in school buildings, where nursing services are provided. Student with a patient-specific order, who require inhaled medications, shall have access to the nebulizer. The district will ensure that it is maintained in working order.

Life-Threatening Allergies and Anaphylaxis Management

The Board recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have, or develop, life-threatening allergies. The district will work cooperatively with the student, their parent/guardian and healthcare provider to allow the child to participate as fully and as safely as possible in school activities. When a student has a known life-threatening allergy reported on their health form or if the district has been informed by the parent of the presence of a life-threatening allergy, the district will assemble a team, which may include the parent, the

Student Health Services (Continued)
Life Threatening Allergies and Anaphylaxis Management (Continued)

school nurse, the child's teacher, the building principal and other appropriate personnel, which will be charged with developing an individual health care plan and/or emergency action plan. The plan will be maintained by the school nurse. The plan will guide prevention and response. If the student is eligible for accommodations based on the IDEA, Section 504 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation and implementation of accommodations.

Confidentiality

All student records pertaining to health maintained by the school district shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and any other applicable Federal and State Laws.

Training

Training to support the fulfillment of staff responsibilities in regard to student health services will be provided as part of the district's ongoing professional development plan and in conformity with Commissioner's regulations.

Regulations

The Superintendent shall develop comprehensive regulations governing student health services. Those regulations shall include the provision of all health services required by law, procedures for the maintenance of health records, and procedures for the administering of medication to students.

Policy Adopted:
September 20, 1976
Policy Revised:
December 16, 1991
Policy Revised:
February 5, 2001
Policy Revised and Renumbered:
January 23, 2012
Policy Revised:
October 18, 2021
Policy Revised:
June 27, 2022
Policy Revised:
June 24, 2024

STUDENT HEALTH SERVICES REGULATION

This regulation provides specific details about major areas of the district's student health services, such as immunization, medications, medical exams, medical care, emergency records, and return to school after injury/illness. For purposes of this regulation, the McKinney-Vento liaison will assist homeless students covered by that law in accessing school health services.

Immunization

Under state Public Health Law 2164, in order to be enrolled in or attend district schools, children must be fully immunized against certain communicable diseases. Those diseases are: poliomyelitis, mumps, measles, diphtheria, rubella, varicella (chicken pox), hepatitis B, pertussis, tetanus, and, where applicable, Haemophilus influenzae type b (Hib), pneumococcal disease, and meningococcal disease.

"Fully immunized" means that the child has either (1) received the required vaccinations for these diseases as set forth in state regulations; or (2) demonstrated having immunity:

a. for measles, mumps, and rubella – by showing a positive blood test for the disease antibodies;

b. for varicella – by showing (1) a positive blood test for the disease antibodies, (2) laboratory confirmation of the disease, or (3) verification by a doctor, nurse practitioner, or physician's assistant that the student had the disease;

c. for hepatitis B – by showing a positive blood test for the disease antibodies; and

d. for poliomyelitis – by showing a positive blood test for the disease antibodies for all three types (limited to tests performed prior to 9/1/19).

Children who are not fully immunized may only be admitted to school if parents/guardians submit documentation that they (1) are in the process of receiving immunization or obtaining blood tests (as described in state regulations 10 NYCRR Subpart 66-1); or (2) have been granted a medical exemption.

Medical exemptions may be issued if immunization is detrimental to a child's health. Medical exemptions must be on the medical exemption form approved by the New York State Department of Health or the New York City Department of Health, signed by a physician licensed to practice medicine in New York State indicating the specific immunization, the medical contraindication, and the length of time the exemption is for. Medical exemptions must be reissued annually to remain valid. The Building Principal may require supporting documents for medical exemptions.

All students must present appropriate documentation of their immunization status, as set forth in the Regulations of the Commissioner of Health 10 NYCRR Subpart 66-1. Homeless students will be admitted to school even if they do not have the required immunization records, but may be temporarily excluded if they show actual symptoms of a communicable disease that poses a significant risk of transmission to others.

Student Health Services Regulation (Continued)

The Building Principal may permit students without adequate documentation to attend school up to 14 calendar days while the parent/guardian furnishes the necessary documents. This time period may be extended to 30 days for students transferring from another state or country, as long as they show a good faith effort to obtain the necessary documentation.

District schools may access the New York State Immunization Information System (NYSIIS) or the New York City Citywide Immunization Registry (CIR) to verify the immunization history of students entering or registered in that school.

When a child is excluded from school for immunization reasons, the Building Principal must notify the parent/guardian of their responsibility to have the child immunized, and the public resources available for doing so. The Principal must also notify the local health authority of the child's name and address and the immunization(s) the child lacks, and cooperate with that authority to provide a time and place for the required immunization(s) to be administered.

The District will maintain a list of all students who have been exempted from immunization for medical reasons, or who are in the process of receiving immunization, and will exclude such students from school when so ordered by the Commissioner of Health, in the event of an outbreak in school of the vaccine-preventable diseases listed in Public Health Law 2164 and the first paragraph of this section.

When a student transfers out of the district, the parent/guardian will be provided with an immunization transfer record showing the student's current immunization status which will be signed by the school nursing personnel or the school physician. A transcript or photocopy of the immunization portion of the cumulative health record will be provided to the new educational institution upon request. The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

<u>Administering Medication to Students in School</u>

The administration of prescribed medication to a student during school hours is permitted only when the medication is necessary to allow the student to attend school or failure to administer the medication would seriously affect the student's health.

Student Health Services Regulation (Continued)

Parent(s) or guardian(s) must present the following:

1. A written order from a NYS licensed health care provider (e.g. physician, nurse practitioner or physician assistant)containing the following information:
   a. the student's name and date of birth
   b. name of the medication
   c. dosage and route of administration
   d. frequency and time of administration
   e. for PRN (as necessary) medication, conditions under which such medication should be administered.
   f. date written
   g. prescriber's name, title, and signature
   h. prescriber's phone number and address

2. A written note from the parent(s) or guardian(s) giving appropriate licensed school personnel permission to administer the medication to their child during school or for trained unlicensed personnel to assist their child in taking their own medication.

Students Who May Carry and Use Certain Medications

Students are permitted to self-administer medication under certain circumstances in accordance with state law and regulation. A student is authorized to carry and use the following medications: rescue inhaler, epinephrine auto-injector, insulin, glucagon (and associated diabetes testing supplies), if the following conditions are met:

1. An authorized medical provider must provide written permission that includes an attestation that the student's diagnosis requires the medication; the student has demonstrated that they can self-administer the prescribed medication effectively; the name of the medication, the dose, the times when it is to be taken, the circumstances which may warrant use and the length of time during which the student may use it.
2. Written parental permission.

If a student is authorized to carry and use medication as described above, the parent/guardian is permitted to give extra medication and supplies that the district will maintain in accordance with the written directions submitted by the authorized medical provider. Such extra medication and supplies will be readily accessible to the student.

All documents pertaining to student medication will be kept on file in the nurse's office.

The school nurse shall develop procedures for the administration of medication, which require that:

1. all medications will be administered by a licensed person unless the child is a "supervised student" (able to self-administer with assistance and supervision) or an "independent student" (able to self-administer and self-carry);

Student Health Services Regulation (Continued)

2. medications, other than as noted above, shall be securely stored in the office and kept in their original labeled container, which specifies the type of medication, the amount to be given and the times of administration;
3. the school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration; and
4. all medications shall be brought to school by the parent(s) or guardian(s) and shall be picked up by the parent(s) or guardian(s) at the end of the school year or the end of the period of medication, whichever is earlier. If not picked up within five days of the period of medication, the medication shall be discarded.

An adult must bring the medication to school in the original container. The administering staff member should clearly label the medication with the time to be given and dosage.

Sunscreen. Students are permitted to carry and apply sunscreen without a medical provider's order under the following conditions:
1. the sunscreen is used to avoid overexposure to the sun and not for medical treatment of an injury or illness, if sunscreen is required to treat a medical condition, the procedures for administering medication (above) apply;
2. the sunscreen is FDA approved for over the counter use;
3. the student's parents or guardians provide written permission annually for the student to carry and use the sunscreen.

The school nurse will keep written permission for students on file and develop procedures pertaining to this policy.

Student Health Services Regulation (Continued)

Administering medication on field trips and at after-school activities. Taking medication on field trips and at after-school activities is permitted if a student is "an independent student" described above in administering their own medication. On field trips or at other after-school activities, teachers or other school staff may carry the medication (if the student does not need it on hand for rapid administration) so that the independent student can take it at the proper time. If a student is a "supervised student" described above, unlicensed school personnel who have been trained by a licensed school health professional may assist the student in taking medication. The student's parent/guardian, if attending the trip, may also perform these activities, but may not be required to do so.

If a student is "nurse dependent" (i.e., requires a licensed health professional to administer their medication), then the student must have their medication administered by a licensed health professional, or the district may:

- permit the parent or guardian to attend the activity and administer the medication.
- permit the parent to personally request another adult friend or family member who is not employed by the school to voluntarily administer the medication on the field trip or activity and inform the school district in writing of such request.
- allow the student's health care provider to be consulted and, if he/she permits, order the medication time to be adjusted or the dose eliminated.

If no other alternative can be found, a school nurse or licensed person must administer the medication, or the trip will be cancelled or rescheduled.

Administering epi-pen in emergency situations. The administration of epinephrine by epi-pen has become an accepted and extremely beneficial practice in protecting individuals subject to serious allergic reactions (e.g., individual has an anaphylactic reaction to a wasp sting or the ingestion of peanut butter).

Pursuant to Commissioner's regulations, registered professional nurses may carry and administer agents used in non-patient specific emergency treatment of anaphylaxis.

In addition, pursuant to SED guidelines, school nurses may provide training to unlicensed school staff in administering epi-pens, epinephrine auto-injectors and glucagon prescribed by a licensed prescriber, to a child who has been diagnosed with the associated disease in accordance with the process described in this policy and regulation.

Student Medical Exams

In accordance with Section 903 of the state Education Law and section 136.3 of the Regulations of the Commissioner of Education, each student shall have a physical exam given by the school doctor or family physician (including a physician, physician assistant, or nurse practitioner) upon initial entrance to school and at grades pre- kindergarten or kindergarten, one, three, five, seven, nine, and eleven. Findings are to be kept on record at the school on forms that can be obtained from the school nurse. In addition, the

addition, the school will request a dental health certificate according to the same schedule.

A student may be excluded from the medical examination requirements because the child's parent/guardian holds a genuine and sincere religious belief which is contrary to medical examinations. The request for exemption must be in writing to the principal or his/her designee.

In the event that a student's medical history reveals that they have a known life-threatening allergy, the school nurse, in conjunction with the family, student, child's teacher, and other appropriate staff, will develop and implement a prevention and response plan.

The District will work with students in the self-management of their life-threatening allergy, or other chronic health conditions, by:

1. Adequately training staff involved in the care of the child.
2. Assuring the availability of the necessary equipment and/or medications.
3. Providing appropriately licensed and trained persons on school premises, as required by law.
4. Providing ongoing staff and student education.

Illness in School

If a student becomes ill in school:

1. The nurse will determine if the student should receive further medical attention, remain in the dispensary or return to class.
2. The nurse will call the parent, guardian or designated emergency contact if he/she feels the student should go home. In general, a parent or guardian will pick up the student from school.
3. The nurse will contact the Building Principal if he/she feels the child should be transported by bus to the home.
4. If there is to be a change in bus routing in order to carry the student to his/her home, that decision will be made by the administrator and the transportation supervisor.
5. If the route is to be changed, the transportation supervisor shall inform the bus driver.
6. If no parent, guardian or substitute parent picks up the student at school, or if no parent/guardian or designated emergency contact will be home, the student will remain in the nurse's office until such time as a parent, guardian or designated emergency contact becomes available to assume responsibility for the child.

7. While in the nurse's office, to the extent possible, students showing symptoms of communicable diseases will be kept separate from students with non-transmissible illness or injuries, and the district will take measures necessary to minimize disease transmission (e.g., physical barriers, face coverings, heightened hygiene procedures.
8. The nurse will maintain appropriate records of all student visits.

The health office is responsible for obtaining and maintaining records in order to provide appropriate follow up in the event of a student injury, whether the injury occurs in school, on school grounds, on a school-sponsored trip or at an athletic event.

Staff members are asked to report all student injuries to the health office as soon as practical after the staff member becomes aware of the injury.

The district permits the administration of opioid antagonists, such as naloxone, to prevent opioid overdose, pursuant to policy 8121.1, Opioid Overdose Prevention. District staff must follow all regulations regarding the storage, accessibility, administration, recordkeeping, and reporting of naloxone use.

Student Return to School after Illness/Injury

In general, students should be symptom-free before returning to school and resuming normal activities. In the case of communicable diseases, students must no longer be contagious. In some instances, students may be asked to provide a note from their licensed health care provider or meet specific indicators before they return to school or participate in the full range of school activities. The final decision to permit participation rests with the school physician. The Superintendent, in consultation with public health authorities, the school physician, nurse and other appropriate staff, will develop protocols to address a student's return to activities when there has been a serious illness or injury.

Medical Emergency Record

All students shall have on file a medical emergency record which shall state the name and telephone numbers of the following:

1. the student's parent(s) or guardian(s) at home and work;
2. the student's next of kin;
3. a neighbor;
4. the family physician;
5. preferred hospital;
6. any allergies or serious health conditions.

Student Health Services Regulation (Continued)

Students diagnosed with diabetes will have a written diabetes management plan maintained as part of the student's cumulative health record. The management plan will be developed in accordance with state regulation and district procedures. Students diagnosed with asthma or other respiratory disease requiring a rescue inhaler, students diagnosed with life-threatening allergy or diabetes may have an emergency action plan maintained as part of the student's cumulative medical record. The emergency action plan will be developed in accordance with state regulation and district procedures.

Adopted:
January 23, 2012
Revised:
April 15, 2019
Revised:
June 24, 2019
Revised:
June 27, 2022
Revised:
June 24, 2024

STUDENT HEALTH SERVICES REGULATION

Immunization

Children must receive immunizations for diphtheria, polio, measles, mumps, rubella, hepatitis B, Haemophilus Influenzae Type b (Hib), pertussis, tetanus, pneumococcal disease (for children born on or after January 2008) and varicella prior to entering or being admitted to school.

Parents must provide acceptable proof indicating required receipt of all vaccines in accordance with law and regulations. A child may be excluded from the immunization requirements based on a physician determined health reason or condition. This medical exemption must be signed by a physician licensed to practice in New York State.

A child will not be admitted to school or allowed to attend school for more than 14 days without an appropriate immunization certificate or acceptable evidence of immunization. This period may be extended to 30 days on a case-by-case basis by the building principal if the child is transferring from another state or country and can show a good faith effort to get the necessary certification or other evidence of immunization.

The administration will notify the local health authority of the name and address of excluded students and provide the parent(s) or person(s) in parental relation a statement of his/her/their duty regarding immunization as well as a consent form prescribed by the Commissioner of Health. The school shall cooperate with local health authorities to provide a common place for the immunization of all of these students. Parent, guardians, or other persons in parental relation may appeal to the Commissioner of Education if their child is denied school entrance or attendance for failing to meet health immunization standards.

When a student transfers out of the district, the parent/guardian will be provided with an immunization transfer record showing the student's current immunization status which will be signed by the school nursing personnel or the school physician. A transcript or photocopy of the immunization portion of the cumulative health record will be provided to the new educational institution upon request. The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

Student Health Services Regulation (Continued)

Administering Medication to Students in School

The administration of prescribed medication to a student during school hours is permitted only when the medication is necessary to allow the student to attend school or failure to administer the medication would seriously affect the student's health.

Parent(s) or guardian(s) must present the following:

1. A note from the family doctor containing the following information:
   a. the student's name and date of birth
   b. name of the medication
   c. dosage and route of administration
   d. frequency and time of administration
   e. for PRN (as necessary) medication, conditions under which such medication should be administered.
   f. date written
   g. prescriber's name, title, and signature
   h. prescriber's phone number

2. a note from the parent(s) or guardian(s) giving the school nurse, teacher, Principal or other school staff permission to administer the medication; or
3. a medication request form filed with the school/nurse.

The school nurse shall develop procedures for the administration of medication, which require that:

1. all medications will be administered by a licensed person unless the child is self-directed;
2. medications shall be securely stored in the office and kept in their original labeled container, which specifies the type of medication, the amount to be given and the times of administration;
3. the school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration; and
4. all medications shall be brought to school by the parent(s) or guardian(s) and shall be picked up by the parent(s) or guardian(s) at the end of the school year or the end of the period of medication, whichever is earlier. If not picked up within five days of the period of medication, the medication shall be discarded.

An adult must bring the medication to school in the original container. The administering staff member should clearly label the medication with the time to be given and dosage.

Student Health Services Regulation (Continued)

Administering medication on field trips and at after-school activities. Taking medication on field trips and at after-school activities is permitted if a student is self-directed in administering their own medication. On field trips or at other after-school activities, teachers or other school staff may carry the medication so that the self-directed student can take it at the proper time.

If a student is going on a field trip but is not self-directed (i.e., fully aware and capable of understanding the need and assuming responsibility for taking medicine), then the district may:

- permit the parent or guardian to attend the activity and administer the medication.
- permit the parent to personally request another adult who is not employed by the school to voluntarily administer the medication on the field trip or activity and inform the school district in writing of such request.
- allow the student's health care provider to be consulted and, if he/she permits, order the medication time to be adjusted or the dose eliminated.

If no other alternative can be found, a school nurse or licensed person must administer the medication.

Administering epi-pen in emergency situations. The administration of epinephrine by epi-pen has become an accepted and extremely beneficial practice in protecting individuals subject to serious allergic reactions (e.g., individual has an anaphylactic reaction to a wasp sting or the ingestion of peanut butter).

Pursuant to Commissioner's regulations, registered professional nurses may carry and administer agents used in non-patient specific emergency treatment of anaphylaxis.

In addition, pursuant to SED guidelines, school nurses may provide training to unlicensed school staff in administering epi-pens, prescribed by a licensed prescriber, to a child who has been diagnosed with the potential for a severe reaction, in the event of the onset of a serious allergic reaction when a nurse is not available.

Student Medical Exams

In accordance with Section 903 of the state Education Law and section 136.3 of the Regulations of the Commissioner of Education, each student shall have a physical exam given by the school doctor or family physician (including a physician, physician assistant, or nurse practitioner) upon initial entrance to school and at grades pre- kindergarten or kindergarten, one, three, five, seven, nine, and eleven. Findings are to be kept on record at the school on forms that can be obtained from the school nurse. In addition, the

Student Health Services Regulation (Continued)

school will request a dental health certificate according to the same schedule.

A student may be excluded from the medical examination requirements because the child's parent/guardian holds a genuine and sincere religious belief which is contrary to medical examinations. The request for exemption must be in writing to the principal or his/her designee.

In the event that a student's medical history reveals that they have a known life-threatening allergy, the school nurse, in conjunction with the family, student, child's teacher, and other appropriate staff, will develop and implement a prevention and response plan.

Illness in School

If a student becomes ill in school:

1. The nurse will determine if the student should remain in the dispensary or return to class.
2. The nurse will call the parent, guardian or substitute parent if he/she feels the student should go home. In general, a parent or guardian will pick up the student from school.
3. The nurse will contact the Building Principal if he/she feels the child should be transported by bus to the home.
4. If there is to be a change in bus routing in order to carry the student to his/her home, that decision will be made by the administrator and the transportation supervisor.
5. If the route is to be changed, the transportation supervisor shall inform the bus driver.
6. If no parent, guardian or substitute parent picks up the student at school, or if no parent/guardian or substitute parent will be home, the student will remain in the nurse's office until such time as a parent, guardian or substitute parent becomes available to assume responsibility for the child.

The health office is responsible for obtaining and maintaining records in order to provide appropriate follow up in the event of a student injury, whether the injury occurs in school, on school grounds, on a school-sponsored trip or at an athletic event.

Staff members are asked to report all student injuries to the health office as soon as practical after the staff member becomes aware of the injury.

The district permits the administration of opioid antagonists, such as naloxone, to prevent opioid overdose, pursuant to policy 8121.1, Opioid Overdose Prevention. District staff must follow all regulations regarding the storage, accessibility, administration, recordkeeping, and reporting of naloxone use.

Student Health Services Regulation (Continued)

Medical Emergency Record

All students shall have on file a medical emergency record which shall state the name and telephone numbers of the following:

1. the student's parent(s) or guardian(s) at home and work;
2. the student's next of kin;
3. a neighbor;
4. the family physician;
5. preferred hospital;
6. any allergies or serious health conditions.

Adopted:
January 23, 2012
Revised:
April 15, 2019
Revised:
June 24, 2019
Revised:
June 27, 2022

STUDENTS WITH INFECTIOUS DISEASES

The Board of Education, respecting the public concern about the spread of life threatening infectious diseases and the concern about the admission of students to schools who suffer from certain communicable diseases, adopts this policy to protect the rights of students to continue their education and to protect the health of those who are enrolled in or who work in the schools of the district.

The Board of Education recognizes its lack of expertise in this public health area. Therefore, in any instance where a student is diagnosed as suffering from any contagious or infectious disease as defined in the *Public Health Law*, the superintendent of schools may arrange to have the student examined by the school physician. The school physician will consult with a Suffolk County public health officer, the physician who made the contagious or infectious disease diagnosis and a person in parental authority. After the consultations, the school physician will make a recommendation as to whether or not the student may safely be active in the school setting. The school physician will recommend that a student with a contagious or infectious disease be removed from regular instruction, a referral will be made to the Committee on Special Education, which will develop an individual education program and recommend an appropriate placement for the student. Prior to the student's return to school the student must either present a certificate of health from a family physician or be examined by the school physician to insure that the student is no longer suffering from a contagious or infectious disease.

In the event that a student with an infectious disease is transferred to another school or to a placement within a BOCES program, the school principal will notify the appropriate official in the receiving school as to the student's medical condition and status prior to the student being transferred to the new school. Written communication to other school officials will require confirmation to assure the receipt of the information and the opportunity for further clarification of the student's medical status. Conversely, upon receipt of information that a student who is entering the district has an infectious disease, the school principal will consult with the sending school official to ascertain and confirm the medical status of the student. This information will then be referred to the superintendent of schools who will begin the process above described.

Those persons to be informed of an infected student's identification and condition are those who:

A. Require knowledge to assure education, care and supervision of the infected student.

B. Require knowledge to prevent the transmission of the disease to another person.

C. In the judgment of the superintendent of schools should have such knowledge if it is necessary in order to protect the health and/or safety of the student or other persons.

Students with Infectious Diseases (Continued)

The persons who are informed will treat all information about the identity and condition of an infected student with the utmost confidentiality and are so directed. An infected individual's right to privacy shall be protected by school personnel pursuant to federal and state law.

Policy Adopted:
November 21, 1988

Policy Revised:
July 10, 1989

Policy Revised:
December 16, 1991

Policy Revised:
October 23, 2000

Policy Renumbered:
January 23, 2012

PEDICULOSIS CAPITIS
(HEAD LICE INFESTATION)

Definition:

Transmissible parasitic skin infection involving the head.

Few conditions seem to cause as much concern and anxiety in schools and homes as an infestation of lice in the hair of children. All socioeconomic groups are affected.

Epidemiologic studies support the following:

Females are infected more frequently than males.
The difference between infection rates for children with long hair and those with short hair are not statistically significant.
Rates are highest in children in elementary grades and special education classes.

Etiology:

Lice are parasites of the human host. There are three types of lice which infest humans; the one of most concern in the school setting is Pediculosis Capitas (head lice). Lice are 2-4 mm in length, wingless, gray-brown, hairy, flat insects, and have special mouth parts for piercing and sucking.

Lice cannot jump or fly. Adult lice and newly hatched nymphs swing from hair shaft to hair shaft rapidly as long as they have rough surface on which to travel. Lice live their lives as external human parasites. They do not survive for more than two days away from their source of food.

The life span for an adult louse is approximately one month. Adult female lice can lay eggs at a rate of eight to ten per day, producing large populations of lice within three to four weeks.

Clinical Manifestations:

Head lice generally inhabit only the hairy surface of the scalp, preferring the nape of the neck and the area behind the ears. Diagnosis is made by direct inspection of the hair and scalp for the presence of crawling lice (adults or nymphs) and/or nits (unhatched eggs). Female lice lay eggs at the junction of the scalp and the hair shaft, but in a warm environment may lay the eggs further from the scalp. Louse eggs are grayish white and oval, darkening to a tan or coffee color as they mature. They are firmly attached to the shaft of hair, usually close to the scalp, by a cement-like substance. Eggs hatch in about a week. In order to survive, the newborn nymph must feed within 24 hours. The nymph matures into an adult louse in eight to nine days at which time it is capable of reproduction.

Once hatched, the egg casing appears white and may be confused with dandruff or a particle of dried hairspray. Nits that contain air pockets or have a shrunken or indented shape will not hatch.

Pediculosis Capitis (Head Lice Infestation) (Continued)
Clinical Manifestations (Continued)

The primary clinical symptom of lice is itching of the scalp, back of the neck and behind the ears, caused by blood sucking of the louse. The itching is often accompanied by scratch marks or what appears to be a rash. Pruritis of the scalp is common. Secondary excoriations and infection accompanied by cervical lymphadenopathy frequently occur from vigorous scratching and may require antibiotic treatment.

Screening Procedures:

Diagnosis of head lice is made by direct inspection of the hair and scalp for the presence of adult lice or nits.

To examine a student for pediculosis, part the hair with wooden tongue blades or applicator sticks. Use a separate tongue blade or applicator for each student. Wearing gloves is not necessary, Watch closely for movement on or near the scalp and for nits on strands of hair.

The only definitive means of diagnosing head lice is to find live lice or nits. The person inspecting the head should look for tiny, silvery, oval eggs glued to the hair shafts near the scalp, especially at the nape of the neck and the behind the ears. Eggs may masquerade as hairspray or gel droplets or dandruff, but these may be easily dislodged and brushed away, while nits remain firmly cemented in place. Live adult lice are seldom seen. They are tiny, quick, protectively colored and relatively few in number compared to the amount of nits that may be present.

The presence of unhatched eggs indicates there has been an active infection. Finding a live louse on the head can be difficult because lice avoid light and can crawl quickly. In general, eggs found more than 1 cm. from the scalp are unlikely to be viable, although some researchers in warmer climates have found viable eggs farther from the scalp.

Mode of Transmission:

Individuals become infected by coming into direct contact with the head of an infested person. Indirect spread through contact with personal belongings of an infested individual (combs, brushes, hats) may occur rarely. For survival, head lice require frequent meals of human blood and without such a meal lice that have fallen or have been brushed off the host will die at room temperature in less than 48 hours. Thus, transmission through objects can only occur for a short period of time.

Management:

Early treatment of infected individuals coupled with environmental precautions is the key to interrupting transmission. The infected individual should be treated and personal articles should be disinfected by appropriate laundering, vacuuming, dry cleaning, or isolation.

Pediculosis Capitis (Head Lice Infestation) (Continued)
Management (Continued)

The infected student should be picked up when a case of head lice is found. Measures should be taken to assure that students with head lice are not identified to other students. If an infestation is detected, the siblings of the infected child should be checked. It is not necessary to perform screenings on the class.

The parents of the excluded child should be given information on how to treat the infestation. Measures include, but are not limited to:

Treatment of the hair and scalp with either a prescription or an over-the-counter product, which may or may not contain pediculicides. Parents may choose to use an OTC "natural" product.

Removal of nits with a fine tooth comb and/or fingernails or tweezers after treatment.

Cleaning of clothing, linens, and objects used by the student in the 24 to 48 hours prior to treatment. Items should be washed, soaked, or dried at temperatures greater than 130°F. Items that cannot be washed should be tightly bagged and placed outside for a period of 2 weeks.

Parents must be advised to re-treat hair in 7 days. Pediculicides are not 100% ovicidal, and re-treatment will kill any emerging nymphs that hatch. Parents should also be instructed to re-examine their children regularly to evaluate the effectiveness of the treatment.

School Considerations:

Once head lice infestation has been identified, the student should be isolated until appropriately treated. Communication with the parent should include an explanation of the problem, possible methods of treatment, and of the importance of examining and treating any other family members who are found to be infected.

The school nurse should act as a resource person to provide parents with information to effectively treat the infestation.

The parent should manually remove nits from the child's hair for the following reasons:

Nit removal can decrease diagnostic confusion
Nit removal can decrease the possibility of unnecessary re-treatment
Removal of nits within 1 cm of the scalp will decrease the risk of self-re-infestation

Pediculosis Capitis (Head Lice Infestation) (Continued)
School Considerations (Continued)

Nits may be removed with a fine tooth comb, and may require individual manual removal with fingers or tweezers.

After treatment, the child should be re-examined by the school nurse prior to re-admission to school. There should be no nits present that are 1 cm. or closer to the scalp. The presence of these nits would be considered as continued infection and, if present, the child should be excluded for further management. At this time, the nurse may have to instruct the parent through demonstration regarding the proper removal of nits.

The student should be re-admitted to school after treatment and nit removal have been verified. The student should be re-examined in 7 to 10 days to determine if new nits or lice have appeared. Presence of new nits would indicate that the treatment was not effective.

Parents will be alerted if a high percentage of infestation in one class is noted by the school nurse.

The school nurse will take an active role in managing children who seem to have a chronic problem with head lice. This will include frequent head checks, Management of chronic cases of head lice may include the school nurse enforcing a “no-nit” policy to avoid self-infestation.

Policy Adopted:
January 16, 1996

Policy Renumbered:
January 23, 2012

Policy Revised:
April 18, 2016

5423
Exhibit A

TO BE PLACED IN DISTRICT LETTERHEAD

Dear Parent or Guardian of _____:

In a screening examination at school, your child was found to have head lice. Head lice do not carry disease. However, to prevent further spread in the school, your child is being sent home and this condition should be treated at once. You are encouraged to consult your family health care provider and follow the recommendations below. Over the counter lice treatment does not require a prescription.

TREATMENT
Several products are available to eliminate lice and their eggs. Consult with your physician or pharmacist for the names of approved products that are effective for treatment of head lice. It will be necessary to remove the nits that remain on the hair after treatment. The removal of nits should be done with a fine tooth lice comb and/or fingernails or tweezers.

READMISSION TO SCHOOL
You must accompany your child, upon return to school, and **present proof of treatment** (i.e. rinsed empty bottle). The student will be re-admitted to school after treatment and nit removal have been verified. If treatment was not satisfactory your child will not be readmitted.

RETREATMENT
Retreatment of all initially infested persons in 7 – 10 days is recommended by the Suffolk County Health Department to insure complete elimination of the infestation. Your child will be rechecked at that time.

CONTROLLING THE SPREAD OF HEAD LICE
All persons in the household should be examined for the presence of head lice. If lice of eggs are detected, all infested persons should undergo treatment with anti-lice shampoo. Persons with head lice should not share personal articles (ex. combs, brushes, hats, coats, towels, etc.).

It is necessary to clean clothing, linens, and objects used by the student in the 24 to 48 hours prior to treatment. Items should be washed, soaked, or dried at temperatures greater than 130°F. Items that cannot be washed should be tightly bagged and placed outside for a period of two weeks.

Please contact me if you have any questions. Thank you for your cooperation.

Sincerely,

School Nurse

5423
Exhibit B

TO BE PLACED ON DISTRICT LETTERHEAD

Dear Parent or Guardian:

There have been some cases of head lice detected and reported in our school.

Parents are requested to examine their children for indications of infestations. Head scratching and intense itching of the scalp are the main indications of head lice. Their presence can be confirmed by a close visual inspection of the hair and scalp under a good light and magnifying glass. Look for tiny grayish crawling forms and/or tiny whitish oval eggs adhering to the hair shafts.

Head lice are generally transmitted from one person to another by **direct** personal contact and by sharing personal items such as combs and brushes, hats, scarves and coats. Lice can spread rapidly if preventive measures are not taken as soon as the lice or their eggs have been detected. Once detected, immediate reporting and proper treatment procedures are instituted, the problem can be quickly and easily eliminated.

Although an annoying problem, head lice infestation should not cause undue alarm...just immediate action. In most cases, all that is required is shampooing with an effective and safe prescription or non-prescription anti-lice shampoo. Consult with your physician or your pharmacist for the names of recommended products. All household members should be examined for the presence of lice and eggs. If detected all infested persons should also undergo treatment with the anti-lice shampoo. Nits (eggs) can be removed manually with the use of a fine-tooth lice comb or by finger extraction.

In addition to shampooing, all clothing and bedding should be washed in hot water (desired temperature 130ºF). Combs and brushes should be soaked at the same temperature for 5 to 10 minutes. Dry clean all clothing that cannot be washed. Vacuum carpets and mattresses thoroughly. Additionally, items can be sealed in a plastic bag for 2 weeks if laundering is not an option.

Remember, lice infestation is actually easier to control than dandruff. If head lice are successfully treated, that is usually the end of the problem. The presence of head lice does require your immediate attention and action. If you think your child may have head lice, please call the school nurse. We will check the child and provide advice and direction...

If you need any further assistance, please do not hesitate to call me at

Sincerely,

School Nurse

REPORTING OF STUDENT INJURY

The health office is responsible for obtaining and maintaining records in order to provide appropriate follow up in the event of a student injury, whether the injury occurs in school, on school grounds, on a school-sponsored trip or at an athletic event.

Staff members are asked to report all student injuries to the health office as soon as practical after the staff member becomes aware of the injury.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
April 22, 2002

Policy Renumbered:
January 23, 2012

Administrative Regulations

REPORTING OF STUDENT INJURY

This protocol will be followed by the school nurse after each reported incident.

1. Incident will be recorded in the daily log book.

2. If necessary, parents will be contacted and advised of the injury.

3. When indicated, the parent will be given a student accident insurance form and directions for completion and submission.

4. All records relating to student injuries will be housed in the school health office.

Regulations Adopted:
April 22, 2002

Regulations Renumbered:
January 23, 2012

CONCUSSION POLICY

The Patchogue-Medford School District Concussion Policy has been carefully prepared to achieve the highest possible responsible management of this type of injury. It must be noted any policy is only as good as the degree to which all parties succeed in meeting their related responsibilities. Specifically, students, including student-athletes, must accurately report an injury that occurs either in school or away from school and related symptoms to parents, teachers or coaches. Parents must appropriately report injuries to school officials and supervise post-traumatic recovery.

Concussion, a type of mild traumatic brain injury, has been defined by the Committee of Head Injury Nomenclature of the Congress of Neurological Surgeons as "a clinical syndrome characterized by immediate and transient post-traumatic impairment of neural functions, such as alteration of consciousness, disturbance of vision, equilibrium, etc., due to brain stem involvement." The New York State Education Department has described concussions as "injuries to the brain that occur as the result of a fall, motor vehicle accident, or any other activity that results in an impact to the head or body" and "a reaction by the brain to a jolt or force that can be transmitted to the head by an impact or blow occurring anywhere on the body."

The District is committed to implementing strategies that reduce the risk of head injuries in the school setting and during District-sponsored events. Such strategies may include:

1. Require district staff to learn and follow district emergency protocols and procedures for any student reporting signs and symptoms of injury or illness
2. Evaluate the physical design of district facilities and their emergency safety plans to identify potential risks for falls and other injuries.
3. Provide adequate supervision of activities, including recess, at all times.
4. Periodic inspections of playground equipment and play surfaces to assure that they are in good repair.
5. Emphasize safety practices and proper use of equipment, rules of play, and good sportsmanship prior to and during activities in physical education classes, intramurals, and interscholastic athletics.
6. Students who participate should be encouraged by coaches and teachers to avoid initiating contact with another player with their head or contact with the head of another player.
7. Players should be proactively instructed on sport-specific safe body alignment and be encouraged to be aware of what is going on around them.
8. When deliberate rule violations take place, appropriate penalties should be enforced.
9. Provide information on concussions or how to obtain information from the New York State Education Department or Department of Health websites with consent forms for participation in interscholastic athletics.
10. Make students aware of the importance of reporting any symptoms of discussion to their parent/guardian and/or appropriate district staff.

Concussion Policy (Continued)

11. Report all inadequacies in the application of this policy to district administration immediately.

All school coaches (including teachers with coaching qualifications and experience, those with temporary coaching licenses or professional coaching certificates), physical education teachers, nurses and certified athletic trainers who work with and/or provide instruction to students engaged in school-sponsored activities must complete, on a biennial basis, a course of instruction relating to recognizing the symptoms of concussions and monitoring and seeking proper medical treatment for students who suffer concussions. The course of instruction will include, but not be limited to: the definition of a mild traumatic brain injury or "concussion"; signs and symptoms of concussions; how such injuries may occur; preventative practices; the guidelines for return to school and school activities after a student has suffered a concussion regardless of whether the injury occurred outside of school.

The District will include on its website information related to concussions, including the definition of a mild traumatic brain injury or "concussion"; signs and symptoms of concussions; how such injuries may occur; preventative practices; the guidelines for return to school and school activities after a student has suffered a concussion regardless of whether the injury occurred outside of school. Such information will also be included in any permission form or parental consent form which may be required for a student's participation in interscholastic athletics.

CONCUSSION MANAGEMENT TEAM

The District will assemble a Concussion Management Team (CMT). The CMT will consist of the school physician, Athletic Director, certified athletic trainer, and school nurse. The District's CMT should coordinate training for all administrators, physical education teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school district's policy and how these injuries will ultimately be managed by school officials.

Training should include: signs and symptoms of concussions, post concussion and second impact syndromes, return to play and school protocols, and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that no athlete will be allowed to return to play the day of injury and also that all athletes should obtain appropriate medical clearance prior to returning to play or school. The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.

REMOVAL FROM ACTIVITIES

Any student demonstrating signs, symptoms or behaviors consistent with a concussion while participating in a school-sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and evaluated as soon as possible by an

Concussion Policy (Continued)

appropriate health care professional. In the event that there is any doubt as to whether the student has sustained a concussion, it shall be presumed that the student has been so injured until proven otherwise. The District should notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians. The student should not return to school until released by an appropriate health care professional. The student shall not return athletic activity until the student has been symptom-free for at least twenty-four (24) hours and has been evaluated by and received written and signed authorization from a licensed physician and, in the case of extra-class athletic activities, has received clearance from the District's school physician to participate in such activity. Such authorization will be kept on file in the student's permanent health record. The school physician will make the final decision on return to activity, including physical education class and extra-class athletic activities. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider, as well as reevaluated by the school physician.

Where a student has sustained a concussion, the school will follow any directives issued by the student's treating physician with regard to limitations and restrictions on school attendance and activities for the student.

Proper grading of the severity of the injury is necessary to establish a protocol for deciding when to allow a student to return to the athletic activities. This approach to concussions will minimize the risk of further complications.

A method of grading the severity of concussion has been suggested by the American College of Sports Medicine based on the degree of post-traumatic amnesia and the length of time the student is unconscious.

GRADING THE SEVERITY OF CEREBRAL CONCUSSION

In all cases, parents should have their child examined by their family physician in addition to the school physician.

Symptom	**GRADE 1 (mild)**	**GRADE II (moderate)**	**GRADE III (severe)**
Post-Traumatic Amnesia	**up to 30 minutes**	**between 30 minutes and 24 hours**	**24 hours or more**
Loss of Consciousness	**None**	**up to 5 minutes**	**5 minutes or more**

When a student has sustained a head injury the following procedure will be followed:

GRADE 1 CONCUSSION

A. Students will be removed from the athletic activities and observed until an evaluation can be completed by a medical provider. No student shall resume athletic activity until he or she has been symptom-free for at least twenty-four (24) hours and has been evaluated by and received written and signed authorization from a licensed physician, and, in the case of extra-class athletic activities, has received clearance from the District's school physician to participate in such activity.

B. If the injured student has any continuing symptoms or compromise of neurological function following the student's first concussion during the season, the student may resume participating in athletic activities and physical education only if there have been no symptoms for one week (i.e., no headache, dizziness, memory impairment, impaired concentration, etc.), and the student has been evaluated by and received written and signed authorization from a licensed physician. The student must be evaluated and cleared by the school physician before returning to extra-class athletic activities.

C. If this is the student's second Grade I concussion during the season, the student should not be allowed to participate in athletic activities and physical education for at least two weeks. Return to play should be allowed only if the student is examined and cleared by the school physician, is free of all symptoms for at least one week, and the child has been evaluated by and received written and signed authorization from the child's family physician.

D. A player's season should be terminated with the third Grade I concussion. The student may return to participating in athletic activities and physical education the following season if there were no residual symptoms, the school physician approves same and the child's family physician approves in writing such participation.

GRADE II CONCUSSION

After a first Grade II concussion, the student may return to participating in athletic activities and physical education in one week if completely asymptomatic, the school physician approves same, and the child's family physician has evaluated the student and has provided written and signed authorization approving such participation. No further evaluation, such as magnetic resonance imaging (MRI) or completed tomographic (CT) scans, is required by the District. A second concussion, one of which is a Grade II, is more serious and the player must have CT or MRI evaluation. If this is the second episode of concussion, one of which is a Grade II, the player should be kept out of participating in athletic activities and physical education classes for a minimum of one month and should only return to play after: (1) being asymptomatic for at least one week; (2) being evaluated by and receiving written and signed authorization from a licensed physician; and (3) in the case of extra-class athletic activities, receiving clearance from the school physician to participate in such activity. Depending on the sport and the

position played, terminating the participation in athletics and physical education at this point should be determined by the school physician and the child's family physician. If this is the third occurrence of concussion, of either the Grade I or Grade II variety, the player must have CT or MRI evaluation. This player must be held out of play for at least one month. A review of the medical reports and a medical approval from the family physician must be given in writing and an examination and medical approval by the school physician must be completed for consideration to be given to the student's continued participation in the athletic and physical education programs.

GRADE III CONCUSSION

Grade III concussion is the most serious. In players with a concussion of this severity, a CT scan, or MRI should be performed that day, and neurological examination should be sought as soon as possible. On the first occurrence of a Grade III concussion, following evaluation, the player is held out of any athletic and physical education participation for at least one month and may return when the athlete has been asymptomatic for at least one week, subject to medical approval by the school physician and medical approval in writing from the family physician. On the second episode of concussion, one of which is Grade III, the player may not participate for a minimum of one month. The athlete may return to competition if asymptomatic for one week and such participation is approved by the school physician and approved in writing by the family physician.

POSTCONCUSSIVE SYNDROME

Postconcussive syndrome may follow a concussion and last up to six months. It is associated with headache (particularly with exertion), dizziness, fatigue, irritability, and impaired memory and concentration. The persistence of symptoms usually correlates with the period of post-traumatic amnesia. If Postconcussive syndrome occurs, the student should not be allowed to participate in athletic activities and physical education until all symptoms have resolved and the family physician and the school physician have approved in writing the athlete to return to athletic participation.

RETURN TO PLAY & ACTIVITIES PROGRESSION

Return to play involves a stepwise progression. There are many risks to premature return to play including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance.

Consistent with the timelines and requirements outlined in this policy, once a student has been cleared by his or her family physician to begin a graduated return to activities following a concussion, he or she may begin the return to play progression below (provided there are no other mitigating circumstances). However, the school physician has the final authority to clear students to participate in or return to extra-class athletic activities.

Concussion Policy (Continued)

Students should be monitored daily following each progressive challenge, physical or cognitive, for any return of signs and symptoms of concussion. Any observed return of signs and symptoms of concussion should be reported to the school nurse, certified athletic trainer, or appropriate school officials. A student should only move to the next level of activity if he or she remains symptom-free at the current level. Return to activity should occur with the introduction of one new activity each 24 hours. If any post-concussion symptoms return, the student should drop back to the previous level of activity, then re-attempt the new activity after another 24 hours have passed. A more gradual progression should be considered based on individual circumstances and a private medical provider's or other specialist's orders and recommendations.

- **Phase 1:** Low-impact, non-strenuous, light aerobic activity such as walking or riding a stationary bike. If tolerated without return of symptoms over a 24-hour period, proceed to
- **Phase 2:** Higher impact, higher exertion, and moderate aerobic activity such as running or jumping rope. No resistance training. If tolerated without return of symptoms over a 24-hour period, proceed to
- **Phase 3:** Sport-specific, non-contact activity. Low-resistance weight training with a spotter. If tolerated without return of symptoms over a 24-hour period, proceed to
- **Phase 4:** Sport-specific activity, non-contact drills. Higher resistance weight training with a spotter. If tolerated without return of symptoms over a 24-hour period, proceed to
- **Phase 5:** Full-contact training drills and intense aerobic activity. If tolerated without return of symptoms over a 24-hour period, proceed to
- **Phase 6:** Return to full activities without restrictions.

The guidelines presented here should serve as minimum time periods before a student is allowed to return to athletic and physical education participation following a head injury. Certain positions of each sport or the sport itself (such as heavy contact sports) may dictate longer delays in returning to competition.

In no case may a student participate in competition without the approval of the school physician.

Policy Adopted: June 16, 1997

Policy Renumbered: January 23, 2012

Policy Revised: March 18, 2013

CARDIAC AUTOMATED EXTERNAL DEFIBRILLATORS (AEDS) IN SCHOOL FACILITIES

The School District shall provide and maintain, on-site, in each instructional school facility, functional automated external defibrillator (AED) equipment as defined in Public Health Law Section 3000-b for use during emergencies. Each such facility shall have sufficient automated external defibrillator equipment available to ensure ready and appropriate access for use during emergencies in quantities and types deemed by the Commissioner of Education, in consultation with the Commissioner of Health. Determination of the quantity and placement of AEDs must be made with consideration of at least the factors enumerated in the Commissioner's Regulations. An instructional school facility means a building or other facility maintained by the School District where instruction is provided to students pursuant to its curriculum.

Whenever an Instructional School District facility is used for a school-sponsored or school-approved curricular or extracurricular event or activity and whenever a school-sponsored athletic contest is held at any location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure that AED equipment is provided on-site and that there is present during such event, activity, or contest at least one (1) staff person who is trained in accordance with Public Health Law in the operation and use of an AED. School-sponsored or school-approved curricular or extracurricular events or activities mean events or activities of the School District that are, respectively, associated with its instructional curriculum or otherwise offered to its students. A school-sponsored athletic contest means an extra-class intramural athletic activity of instruction, practice, and competition for students in grades 4 through 12 consistent with Commissioner's Regulations Section 135.4.

Where a school-sponsored competitive athletic event is held at a site other than a School District Facility, School District officials shall assure that AED equipment is provided on-site by the sponsoring or host district and that at least one (1) staff person who is trained, in accordance with Public Health Law, in he operation of and the use of the AED is present during such athletic event. A school sponsored athletic event means an extra-class interscholastic athletic activity of instruction, practice and competition for students in grades 7 through 12 consistent with Commissioner's Regulations Section 135.4.

School District facilities and District staff responsible for carrying out the duties enumerated in Education Law Section 917 are deemed "public access defibrillation provider" as defined pursuant to Public Health Law Section 3000-b and subject to Public Health Law requirements and limitations.

Cardiac Automated External Defibrillators (AEDS) In School Facilities (Continued)

Therefore, it is the policy of the School District to provide proper training requirements for District AED users, to ensure the immediate calling of 911 and/or the community equivalent ambulance dispatch entity whenever the AED us used.

The District will provide for regular maintenance and inspection procedures of the AED unit(s) which meet or exceed the manufacturer's recommendations. Appropriate documentation will be maintained in accordance with the law and/or regulations.

The District shall post a sign or notice at the main entrance to the facility or building in which the AED unit(s) is stored, indicating the exact location where the unit is stored or maintained on a regular basis.

Pursuant to Public Health Law Sections 3000-a and 3000-b, the School District (as a public defibrillation provider), or any employee or other agent of the School District who, in accordance with the provisions of the law, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using and AED to a person who is unconscious, ill, or injured, shall not be liable for damages for injury or death unless caused by gross negligence.

References:
Education Law Section 917
Public Health Law Sections 3000-a and 3000-b
8 New York Code of Rules and Regulations (NYCRR) Sections 135.4 and 136.4

Adopted:
January 23, 2012

OPIOID OVERDOSE PREVENTION

The Board of Education recognizes that the use of opioids can lead to overdose and death of district students and staff. The Board wishes to minimize these deaths by the use of opioid overdose prevention measures.

The signs and symptoms of opioid overdose are: shallow, slow, erratic, or no breathing; slow, erratic, or no pulse; snoring; choking with a gurgling rattle; unconsciousness, minimal responsiveness, limp body, unresponsive to painful stimuli; pinpoint pupils; blue or purple lips or fingertips; pale, blue, gray, or ashen skin; clammy face. The district will display these signs and symptoms in school buildings with instructions to contact emergency responders. The district will provide training to all staff and students on the signs and symptoms of an opioid overdose.

Administration of Opioid Antagonist Pursuant to Non-Patient Specific Order

The Board of Education approves the following program for use of opioid antagonists on students or staff suspected of having opioid overdose whether or not there is a previous history of opioid abuse.

Opioid antagonist shall be limited to naloxone and other medications approved by the Department of Health for such purposes, and administered only to students and staff.

School Nurse Administration of Opioid Overdose Treatments Pursuant to a Non-patient Specific Order and Protocols

The school district's medical director will issue a non-patient specific order and protocol authorizing school nurses to administer naloxone and/or other opioid-related overdose treatment to students or staff suspected of having an opioid overdose. The school nurse may administer intranasal (in the nose) naloxone or, if allowable per their training, intramuscular (in the muscle) naloxone, on school premises or at any school-sponsored activities occurring off school grounds. The non-patient specific order and protocols must comply with regulations of the commissioner of education (8 NYCRR §64.7).

A registered nurse (RN) who is responsible for implementing the non- patient specific order and protocol may assign licensed practical nurses (LPNs) to help (i.e., administer the ordered naloxone or other opioid overdose treatment, call an ambulance). The registered nurse must provide training and on-site direction to the LPNs except in emergency situations.

Opioid Overdose Prevention (Continued)

Documentation and Other Provisions

School nurses will document the administration of naloxone in accordance with the non-patient specific order and protocol that authorized the nurse to administer the naloxone, and report the administration of the naloxone to the district's medical director.

If there is a patient specific order for a particular student, the district will refer to the current New York State Education Department Guidelines for Medication Management in Schools as appropriate.

Adoption date:
June 27, 2022

OPIOID OVERDOSE PREVENTION REGULATION

Administration of Opioid Antagonist Pursuant to Non-Patient Specific Order

The on-site inventory and placement of naloxone will be routinely accounted for and counted by personnel designated by the school administrator. Accounting for naloxone in AED cabinets may occur at the same time the check of the AED is performed. This count should be included and recorded on the AED log. The log must include the date, time and signature of the designated personnel performing the count. The log will be kept with whatever naloxone has not yet been deployed in the school health office, with the log being maintained for no less than 7 years. When new naloxone is placed in the locked storage cabinet or AED cabinet, the lot number, date of receipt, expiration date, and location of the naloxone must be recorded on the log. The designated personnel placing the naloxone in the storage area will sign the log and will need to monitor expiration dates.

Naloxone will be documented in the individual's cumulative health record for students, or consistent with applicable policies for care administered to staff. Documentation must include the date and time and route of administration noting the anatomical location if intramuscular was administered; the signs and symptoms displayed by the student or staff member prior to administration; the student or staff member's response to naloxone administration, if CPR/rescue breathing/AED was administered; the name of the EMS agency providing transport, along with the name of the health care facility the student/staff person was transported to; and signed by the person completing the documentation. Incident reports will be completed as per school district policy.

Adoption date:
June 27, 2022

ARTICLE VI

INSTRUCTION

Elementary and Secondary

A. Objectives of the Instructional Program

1. Goals for Educational Excellence 6120
2. High School Philosophy and Objectives 6120.1
3. Selection of Teaching Materials 6120.2

B. Organizational Plan

C. Curriculum

1. Philosophy of Reading Program 6141.1
2. Computer Education 6141.2
3. Religious Themes in School Programs 6144
4. Extra Curricular Activities Off-Site 6145
5. Athletics. 6145.1
6. Intramural Athletics 6145.2
7. Interscholastic Athletics 6145.3
8. Attendance, Deportment and Academic Eligibility for Participation in Extracurricular Activities 6145.6

9. Driver Education Instruction 6146
10. Technology Acceptable-Use Policy 6147
10a. Technology Acceptable-Use Policy Administrative Regs 6147-R

D. Instructional Arrangements

1. Minimum Pupil Enrollment for Classes 6151
2. Field Trips 6153
3. Homework 6154
4. Parental Permission for Sensitive Health Education Curriculum 6155
5. Parent and Family Engagement 6156

ARTICLE VI (Continued)

INSTRUCTION

Elementary and Secondary

E. Instructional Services

1. Photocopying of Copyrighted Materials for Classroom Use 6161.3
2. Distribution of Musical Instruments 6161.4
3. School Library Material Selection & Circulation 6163
4. Guidance Counseling Services 6164.2
5. Limited English Proficiency Instruction 6164.7
6. Admission of Non-English Language Learners to District Bilingual Education Program(s) 6165

F. Curriculum Extensions

1. Independent Pupil Study 6172
2. Home Instruction 6173
3. Summer School
   a. Minimum Class Size 6174
4. Guidelines for Armed Services Recruitment in the High School 6177

G. Other

1. Display of Flag…….6181

Updated 5/2018
Updated 6/28/21

GOALS FOR EDUCATIONAL EXCELLENCE

Vision: The Patchogue-Medford School Community's vision is to inspire curiosity and confidence; and through creative learning opportunities, we'll cultivate talents, so our students and staff can realize their unique potential.

Mission: The Patchogue-Medford School Community's mission is to provide diverse pathways and varied enrichment opportunities that will lead to meaningful learning experiences for all students.

CORE VALUES:

Student Learning and "Opportunities" is the Key Thing: Our decisions and actions, at any level, must focus on and support "the key thing": student learning and providing abundant choices.

Fostering unity, communication and collaboration: We are in this "together" by supporting the recruitment, retention and professional development opportunities who serve our students for all employees.

Encouraging committed risk taking, perseverance and reflection: We learn from our mistakes and grow through persistence and thinking deeply.

Embracing and celebrating diversity: Diversity of thought and school community enriches our perspectives.

Developing and strengthening relationships within our community: School, Family, and Community Partnerships-Caring for the children we share.

Modeling and upholding the highest level of citizenship: Acts honorably towards everyone, and participates and assists with their community.

Policy Adopted:
September 17, 1990
Policy Revised:
December 16, 1991
Policy Reviewed:
April 2, 2001
Policy Revised:
May 6, 2002
Policy Revised:
December 21, 2015

SELECTION OF TEACHING MATERIALS

There is a clear need to balance the rights of students with the general need for sound school operation and student relationships. That balance, in a free and open society, is dependent upon creating understanding in students.

In order to approach an ideal setting in which most of the needs of most of the students are being met, it is necessary that the materials used for instruction reflect certain characteristics. Instructional materials for purposes of this policy refer to books, audio-visual software, maps, wall or bulletin board instructions, and other items employed by a teacher to assist with the instruction of students.

Instructional materials used in the Patchogue-Medford Schools should be selected to promote human virtues, human rights, and human responsibilities as well as to instruct in the basic skills relating to reading, mathematics, language use, practical living, and recreation.

Persons Involved. The selection of instructional materials shall be delegated to the certified instructional staff, under the supervision of the administrative staff. Parents, students, other staff and community members may be asked to serve on selection committees. Responsibility for coordinating the selection of text materials will rest with the academic directors and the Assistant Superintendent for Curriculum and Instruction. The Board retains the right to approve all textbooks after receiving a recommendation from the Superintendent.

Criteria. In selecting instructional materials, the following criteria should be considered:

a. Instructional materials should support the educational philosophy, goals and objectives of the District and the objectives of the curricular offering in which the materials will be used.
b. Instructional materials should be appropriate for the age, emotional and social development, and ability level of the students for whom the materials are selected.
c. Instructional materials should be diverse with respect to levels of difficulty, reader appeal, and should present a variety of points of view.
d. Instructional materials should meet high standards of quality in factual content and presentation.
e. Instructional materials should have artistic, cultural, literary, or social value.
f. Instructional materials should foster respect for men, women, the disabled, and minority groups and should portray a variety of roles and lifestyles open to people in today's world. Instructional materials should foster respect for cultural diversity.
g. Instructional materials should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a diverse society.
h. Instructional materials should encourage students to utilize higher order thinking skills and to become informed decision-makers, to exercise freedom of thought and to make

independent judgments through examination and evaluation of relevant information, evidence and differing viewpoints.

i. Instructional materials which tend to unfairly contrast the aspirations or attributes of one person or of groups of persons should not be used. Unsupported generalizations based upon race, color, weight, neurodiversity, body size, national origin, ethnic group, citizenship religion, religious practice, disability, socio-economic class; political beliefs, family structure sex; sexual orientation, or gender (including gender identity and expression) and preconceptions based upon stereotypes are to be avoided.
j. Instructional materials should be selected considering instructional materials already available in the District in order to meet the above criteria and in order to replace materials worn, obsolete or no longer appropriate.
k. Other criteria as developed by the licensed staff under the supervision of the administrative staff.

Teachers and administrators are required to review instructional materials from the point of view of truth, accuracy, and objectivity before submitting them to the Board of Education for approval to purchase.

Policy Adopted:
October 17, 1983

Policy Revised:
December 17, 1984

Policy Revised:
December 16, 1991

Policy Revised:
August 23, 2021

PHILOSOPHY OF READING PROGRAM

The reading program is part of an integrated English language arts program that includes reading, writing, listening and speaking.

The English language arts program provides for the systematic development of the skills, abilities, understandings, and attitudes that are critical to a sustained growth in literacy development in each of our students. The ultimate measure of its success is the degree to which the student effectively turns to the language arts for information, pleasure, and self-realization.

In the English language arts program, students:

- receive appropriate early literacy instruction based upon their individual needs
- have access to a diverse selection of books and other reading material through their classroom and school libraries that represents all students enrolled in the district.
- read whole texts in their original versions
- write about and discuss works they have read
- read and respond to texts by authors of diverse backgrounds
- read and write different kinds of texts for different purposes and audiences from a variety of disciplines and cultures
- learn grammar, word usage, and mechanics
- have access to supplemental instruction from professionals specifically prepared to teach reading

An effective English language arts program consists of varied strands and strategies in promoting the development of able, enthusiastic, and resourceful lifetime readers and writers. A typical classroom at the middle grades finds time for reading and writing activities that include:

- developmental basic reading and writing activities
- shared experiences in the literature program
- individual reading in self-selected library books and related activities
- access to a wide variety of reading material that appeal to students' interests through the classroom and school libraries that represent diverse backgrounds and are multi-cultural
- instruction that builds the skill and desire to read and write about increasingly complex materials

Philosophy of Reading Program (Continued)

The most effective reading and writing programs, especially in terms of the development of lifetime language competencies, are integrated into a total language arts program that is pre-planned and systematic while at the same time relevant for and adapted to the unique needs of individual students and classrooms.

Policy Adopted:
July 11, 1983

Policy Revised:
December 16, 1991

Policy Revised:
January 24, 2022

COMPUTER EDUCATION

Patchogue-Medford School District is committed to providing a 21st century modern learning environment for all students, Kindergarten through Grade 12. This commitment involves preparing students to access, gather, analyze, apply, synthesize and communicate information effectively so they transition into college or careers with a strong foundation in technology. Technology will be used to enhance instruction to allow community access and to address the needs of the entire learning community. All students and staff shall be afforded the opportunity to become technologically literate and proficient in the ethical use and application of technology in educational, personal and career and technical areas.

Instructional Goals

Patchogue-Medford School District is committed to the meaningful use of technology in the instructional program. The goals outlined below represented suggested benchmarks based upon students' developmental needs and likely progress.

Instructional Objectives

GRADES K-2 TECHNOLOGY GOALS

Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Students will communicate effectively through the use of various software applications to

- create documents using word processing skills via developmentally appropriate word processing and/or publishing programs, including graphics and multi-media application.

Research and Information Fluency - Students will apply digital tools to gather, evaluate, and use information.

Students will access and retrieve electronic information using

- search strategies such as key words;
- electronic encyclopedias and catalogs; and
- network information systems.

Students will use information to support learning in all content areas.

Computer Education (Continued)
Grades K-2 Technology Goals (Continued)

Creativity and Innovations - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Students will use technology to enhance their productivity by
- using technology to develop learning and process skills;
- using software for drill and practice and to gain new concepts; and
- developing strategies for problem solving, critical and creative thinking.

Students will develop basic technology skills by
- selecting and using appropriate technology;
- developing basic keyboarding skills;
- operating peripheral devices;
- using basic technology vocabulary and knowledge; and
- caring for technology equipment and using it safely.

Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems and operations.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

GRADES 3-5 TECHNOLOGY GOALS

Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will communicate effectively through the use various software applications by
- creating written documents using word processing skills, writing process steps, and publishing programs;
- using electronic spell checker/thesaurus;
- using computer graphic programs;
- creating spreadsheets to manage information and creating reports;
- using publishing software and scanners to produce layouts; and
- integrating databases, graphics and spreadsheets into word-processed documents.

Students will communicate visually, graphically, and artistically through multi-media.

Students will communicate through networks and telecommunication

- using network communication systems (electronic mail).

Computer Education (Continued)
Grades 3-5 Technology Goals (Continued)

Research and Information Fluency - Students will apply digital tools to gather, evaluate, and use information.

Students will access and retrieve electronic information by
- using search strategies;
- using electronic encyclopedias, almanacs, etc.;
- using hand-held electronic calculators;
- using databases to search for information; and
- using local area network to locate information.

Creativity and Innovations - Students will demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Students will use technology to enhance their productivity by
- using software for drill and practice and to strengthen skill development;
- using software for computer-assisted instruction (if appropriate); and
- developing strategies for problem solving and critical thinking.

Students will develop basic technology skills by
- selecting and using technology appropriate to needs;
- developing keyboarding skills to a developmentally appropriate level;
- operating peripheral devices;
- using an expanded technology vocabulary;
- caring for technology equipment and using it safely; and
- following copyright laws.

Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems and operations.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

GRADES 6-8 TECHNOLOGY GOALS

Communication and Collaboration - Students use ditital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will communicate effectively through the use various software applications by
- using graphic programs;
- producing a document using word processing incorporating both text and graphics and following the writing process steps; and

Computer Education (Continued)
Grades 6-8 Technology Goals (Continued)

- using electronic spell checkers, thesauruses and grammar checkers.

Students will communicate visually, graphically, and artistically through multi-media and computer-assisted design tools by

- creating multimedia presentations that link various media.

Students will communicate through networks and telecommunications by

- using network communication such as electronic mail and voice mail to access school information.

Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

Students will access and retrieve electronic information by

- using search strategies to retrieve electronic information;
- using electronic encyclopedias, almanacs, indexes and catalogs to retrieve and select pertinent information; and
- using local area networks and wide area networks.

Students will use information to support learning in all content areas.

Creativity and Innovations - Students will demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Students will use technology to enhance their understanding and development of basic skills by

- using technology to develop learning skills and basic skills;
- using software for computer-assisted instruction (if appropriate);
- using software to gain new concepts; and
- developing strategies for problem solving, critical and creative thinking.

Students will develop basic technology skills by

- selecting and using technology appropriate to needs;
- developing keyboarding skills to a developmentally appropriate degree;
- operating peripheral devices;
- caring for technology hardware and using it safely;
- understanding copyright laws and other ethical issues pertaining to use of technology in society; and
- understanding basic capabilities and limitations of technology's hardware and software**.**

Computer Education (Continued)
Grades 6-8 Technology Goals (Continued)

Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems and operations.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

GRADES 9-12 TECHNOLOGY GOALS

Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will communicate effectively through the use of various software applications by

- creating a document at the keyboard using word processing skills and the writing process steps;
- communicating with spreadsheets: entering data and setting up formulas, analyzing costs with percentages and creating graphs or charts to visually represent data; and
- communicating with databases and spreadsheets by creating reports using data.

Students will communicate visually, graphically, and artistically through multi-media and computer-assisted design tools

- creating effective multi-media presentations that link various media.

Students will communicate through computer networks and telecommunications

- using electronic mail, voice mail, bulletin boards, and satellite telecommunications.

Research and Information Fluency - Student will apply digital tools to gather, evaluate, and use information.

Students will access and retrieve electronic information using

- search strategies to locate electronic information (identify key words, narrow search by addition of terms, broaden search, use truncation, use wild cards);
- electronic encyclopedias, almanacs, indexes and catalogs;
- networks for information (on-line databases, libraries, electronic bulletin boards);
- hand-held electronic devices: calculators and graphics calculators, electronic dictionaries, thesauruses and spell checkers; and
- cable and satellite-delivered services.

Computer Education (Continued)
Grades 9-12 Technology Goals (Continued)

Students will use information to support learning in all content areas using collaboration, problem solving, critical thinking and project-based learning.

Creativity and Innovations - Students will demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Students will use technology to enhance their understanding of basic skills by

- using technology to develop learning and workplace skills;
- using technology to develop process skills in all content areas;
- developing strategies for problem solving, critical and creative thinking;
- using applications programs to create high quality products; and
- developing creativity and innovation through the use of technology.

Students will develop basic technology skills by

- selecting and accessing technology appropriate to needs;
- using correct starting and exiting procedures;
- operating peripheral devices;
- using technology independently and cooperatively; and
- following ethical guidelines for using technology**.**

Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems and operations.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Policy Adopted:
February 13, 1984
Policy Revised:
December 16, 1991
Policy Revised:
August 13, 2001
Policy Revised:
March 21, 2022

RELIGIOUS THEMES IN SCHOOL PROGRAMS

The Board of Education supports programs which share the traditions of different people with respect for the variety of traditions. The schools must be religiously neutral and promote pluralistic tolerance. The schools are to be sensitive to the obligation to protect the development and the vulnerability of every student and should leave each student free to believe, to disbelieve, or to doubt about religion based upon the veneration of God. Faculty members have an obligation to provide quality instruction and this obligation must be met with good judgment, keeping in mind the students, the community, and the law.

To assist the faculty with decisions regarding appropriate material for the classroom or for a program of instruction, the following is offered:

1. The school may sponsor study about religions but may not sponsor the practice of religion. The teacher may expose students to religious views but not impose any particular view.

2. Classroom instruction must be academic, not devotional. The curriculum may include study about the religious beliefs of various people but should never teach a pupil what must be believed.

3. Programs should seek to inform students about various religious beliefs but should avoid making students conform to any singular belief.

CEREMONIES AND OBSERVANCES

The several holidays throughout the school year which have a religious and a secular origin may be observed in the schools. Music, art, literature, and drama having a religious theme is permitted if presented without sectarian indoctrination. The use of religious themes is to be only as extensive as necessary for a balanced, comprehensive study or presentation and only if it is a traditional part of the heritage of the holiday being observed. Religious content to be included in student performances is to be selected on its educational and cultural merit and should give exposure to a variety of customs, beliefs, and forms of expression. Holiday performances or parties will not become religious celebrations nor be used for religious worship or the recitation of prayers. Students should be given the option to be excused from participating in those parts of a school ceremony, observance or holiday event which substantially burden their own or their parents' sincerely held religious beliefs.

Religious Themes in School Programs (Continued)

RELIGIOUS SYMBOLS

The use of religious symbols (e.g. cross, menorah, crescent, Star of David, lotus blossom, nativity scene, etc.) are permitted as teaching aids, but only when the symbols are used temporarily and to give information about the heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs and bunnies are examples of secular symbols. Secular symbols may be displayed in a seasonal context. To this end, the following factors shall be considered in assessing the appropriateness of a particular display within any one of the district's school buildings.

1. Whether the display serves as a teaching aid and is illustrative of the world's religious traditions and cultural heritages.

2. Whether the display is temporary in nature, coinciding with the holiday season.

3. Whether the display acknowledges our society's cultural pluralism by allowing for the inclusion of a variety of religious and/or cultural symbols.

4. The location of the display within the school building.

5. The religious intensity of the symbols displayed.

The board directs the superintendent to make final determinations about the appropriateness of individual holiday displays.

CURRICULUM

A student's absence from school to observe a religious holiday is an excused absence. Teachers and administrators are to be aware of the major religious holidays and must avoid scheduling examinations and important extracurricular events on those holidays. Subject to applicable state law, school officials exercise substantial discretion to excuse individuals from curriculum or lessons on religious grounds. Students have a federal right to be excused from lessons which substantially burden, as opposed to being merely inconsistent with, the student or student's parents' sincerely held religious beliefs. School officials, however, may neither encourage nor discourage students from seeking to be excused.

Religious Themes in School Programs (Continued)

Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such works shall be judged by ordinary academic standards or substance and relevance.

REVIEW PROCEDURE

When First Amendment questions arise, it is district policy to take reasonable and expeditious steps to resolve such issues at the district level with the participation of all interested parties. The board directs the superintendent to administer this process.

The superintendent of schools will make a final decision and send copies of it to all parties.

Policy Adopted:
June 17, 1985

Policy Revised:
December 16, 1991

Policy Revised:
August 13, 2001

Policy Reviewed:
May 23, 2022

Administrative Regulation

EXTRACURRICULAR ACTIVITIES OFF-SITE

To insure students' safety, the following regulations will govern those extracurricular activities that require running or walking on public sidewalks and streets:

1. Prior to the beginning of each semester or athletic season, the advisors of all clubs and intramurals and the coaches of athletic teams will file with the appropriate building principal a map of the specific route that their club or intramural will follow if sessions or practices are to be conducted by having students use public streets as pedestrians.

2. Before approval is given to the advisor or coach to utilize a specific route, the building principal will inspect all proposed routes to verify their safety. The director of athletics will accompany the principal when examining those routes to be used by athletic teams. All inspections will include, but not be limited to environmental conditions, traffic flow, unusual hazards and construction.

3. Only routes verified as safe by the principal will be traveled. Major arteries such as county or state highways are not to be approved. Approved routes will be kept on file in the club's or athletic team's respective building for the duration of the activity.

4. Coaches and advisors will accompany their team or club at all times when traveling these routes.

Grades K-12
Effective:
February 1, 1984

Regulation Revised:
December 16, 1991

Regulation Revised:
May 23, 2022

ATHLETICS

Preamble
As required by regulations of the Commissioner of Education, this policy establishes eligibility standards for interscholastic athletics conducted by the Patchogue-Medford School District and provides general guidelines for intramural sports.

1. Purpose

The Board of Education recognizes that athletics are an integral part of a well-balanced educational program. Therefore, the Board supports, within its resources, an athletic program with equitable access for all, with emphasis on maximum participation through interscholastic and intramural activity.

2. Organization

The athletic program is divided into two major parts: Intramural sports, which provide for competition among teams composed of students within a Patchogue-Medford school; and interscholastic sports, which provide for competition between teams of Patchogue-Medford Schools and teams of other districts. Intramural sports are offered at the elementary and secondary levels; interscholastic sports are offered at the secondary level (Grades 7-12).

3. Supervision

A. The building principal will be responsible for the intramural and interscholastic program in the school. The athletic director will be responsible directly to the Assistant Superintendent for Instruction for the supervision and administration of athletics on a district-wide basis. Physical education teachers are responsible for the development and maintenance of a quality athletic program in each school building.

B. The director of athletics will develop and implement a plan with the building principals, which provides coordination of intramural sports activities on a district-wide basis.

C. Supervision of intramural activities is generally the responsibility of the physical education teachers. However, qualified teachers from other departments may be so assigned. The principal, with the assistance of the director of athletics, will determine whether a teacher is qualified and inform the building principal of the director of athletic's decision.

Athletics (Continued)

4. Student Participation

All students will be encouraged to participate in the intramural program. A major goal of the program will be the involvement of a maximum number of children.

Rules and procedures for this program may be established by the building principal. The director of athletics will determine the rules governing interscholastic competition.

Policy Adopted:
June 15, 1981

Policy Revised:
December 16, 1991

Policy Reviewed:
May 21, 2001

Policy Revised:
June 27, 2022

INTRAMURAL ATHLETICS

The intramural program will be organized so as to meet the basic objectives of physical education and to develop skills in various sports. Opportunities for voluntary participation will be extended to all students on a non-discriminatory basis. Emphasis will be placed on interest and participation. Intramural sports opportunities in the elementary schools and secondary schools may include various team sports, lifelong fitness activities, wellness, and others as may be appropriate to student interest, faculty interest, and availability of facilities.

Policy Adopted:
June 15, 1981
Policy Revised:
December 16, 1991
Policy Revised:
May 21, 2018

Patchogue-Medford School District

241 South Ocean Avenue
Patchogue, New York 11772

Transportation Office – 687-6460
Athletic Office – 687-6420

6145.3 - Schedule A

AUTHORIZATION TO TRANSPORT STUDENTS

This form may only be completed by an employee of the Patchogue-Medford School District. No other person is authorized to submit this form. Applications will not be processed for an employee who is not the registered owner of the vehicle for which consideration for use is requested.

I, _____, request authorization from the Patchogue-
(Full name)
Medford School District to transport Patchogue-Medford students in my private vehicle for the purpose and on the dates indicated below:

Dates: _____

Purpose: _____
(Include destinations)

Further, to assist the District in making a determination, I certify the following information as being true and correct:

- Home address: _____

  _____
- Home telephone number: _____
- School: _____
- Position: _____
- Description of vehicle to be used:
  - Make _____ Model _____ Year_____
    Identification # _____ No. of passengers allowed_____
- Name of registered owner*: _____
- Registration expires: _____
- Vehicle plate number: _____
- Employee's New York State license number*: _____
- License expires: _____

(Continued…)

- Description of all traffic violations incurred during the past two years and which may now be pending (do not include parking tickets): _____
- List of all license restrictions (i.e., corrective lenses, etc.): _____
  _____
- Vehicle last inspected on: _____
- Vehicle inspection number: _____
- Insurance policy number and policy expiration date: _____
  _____
- Names of, grade level, and school for students to be transported:

Student Name	Grade	School

*** A copy of each document must be attached to this application.**

Should this application be approved, I understand that I will be the only person authorized to drive the above-described vehicle when transporting District pupils. Further, I agree to comply with all District policies and procedures governing such matters and to apprise the District immediately of any changes to the details noted on this form.

_____
Employee's signature

(For District Use)

Approval Recommended:

_____
Principal

Approval Granted:

_____
Assistant Superintendent
for Instruction

Patchogue-Medford School District

241 South Ocean Avenue
Patchogue, New York 11772

Transportation Office – 687-6460
Athletic Office – 687-6420

6145.3 - Schedule B

PARENTAL AUTHORIZATION FOR TRANSPORTATION OF CHILD IN PRIVATE VEHICLES

This form may only be completed by a child's parent or legal guardian. Authorization provided by any other person will not be recognized by the District.

I, _____, am the parent/legal guardian of
(Full name)
_____, a student at the _____ School
(Student's full name)
who resides at _____.

As the person in legal parental authority, I authorize the Patchogue-Medford School District to transport my child in a private vehicle operated by _____ for the
(Full name)
purpose and on the dates indicated below:

Dates: _____

Purpose: _____
(Include destinations)

I understand that by this authorization I agree to release the District and its employees and other representatives, individually, from any claim I or my child may have arising from such transportation.

_____
Signature of Parent or Legal Guardian

(For District Use)
Action taken by principal to verify signature:
_____
_____

INTERSCHOLASTIC ATHLETICS

The Patchogue-Medford School District will adhere to the rules, regulations, and philosophy of sports promulgated by the Commissioner of Education and by the athletic associations to which it belongs -- the New York State Public High School Athletic Association (NYSPHSAA) and Section XI (Suffolk County) of the NYSPHSAA.

I. Types of Sports and Levels of Participation

The Regulations of the Commissioner of Education provide for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades. These pupils are allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship other pupils in accordance with the standards established by the Commissioner of Education. The Patchogue-Medford School District provides interscholastic athletics at the following levels: varsity, junior varsity, and grades 7-8.

The State Education Department issues the competition standards for pupils to compete under a program called the Athletic Placement Process.

The Patchogue-Medford School District shall permit pupils in grade 7 or 8 to compete at the high school level after successfully completing the **Athletic Placement Process** for the requested sport and level pursuant to the NYSED Commissioner's Regulation Section 135.4(c)(7)(ii)(a)(4)

LINK: ATHLETIC PLACEMENT PROCESS

II. Coaches

Personnel engaged to coach in the interscholastic athletic program will meet the certification requirements of the Commissioner of Education.

III. Student Participation

Students participating in the interscholastic athletic program will be subject to the following regulations:

A. Meet the Bona Fide Student rule pursuant to Commissioner's Regulations which includes that, *a contestant must be a bona fide student of the high school represented and must be taking at least four subjects including Physical Education*. Students must be enrolled during the first 15 school days of the semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness excepted. Nothing in this policy shall be construed to preclude consideration of a request for an accommodation on behalf of an otherwise qualified student with a disability

who is not registered in the equivalent of three regular courses as a result of his or her education plan approved under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Nomination by the coach of the sport based on generally accepted standards for that sport.

B. Maintenance of an acceptable level of good conduct at all times.

C. Maintenance of a level of scholarship consistent with ability and demonstration of leadership in physical education classes.

D. Maintenance of regular school attendance. A student absent from school on the day of an athletic contest may not play or participate that day. A suspended student may not participate in athletics during the period of exclusion.

E. Meeting the eligibility and disciplinary requirements set forth by the Board of Education and Patchogue-Medford School District.

IV. Mixed Competition on Interscholastic Athletic Teams

The Board of Education recognizes the importance of equal opportunity to participate in interscholastic competition. Separate teams or mixed competition on the same team, shall be provided to male and female students, except as enumerated in Commissioner's Regulations and as indicated below. Where separate competition is not provided for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of biological sex, except in accordance with Commissioner's Regulation, Section 135.4 (c) (7) (ii) (c).

Pursuant to the Commissioner's regulations and the rules of the New York State Public High School Athletic Association (NYSPHSAA), students involved in mixed competition will be placed on teams at appropriate levels of competition based upon the individual's medical history, maturity, physical data, fitness scores and skills. These guidelines are to be used for individuals participating in interscholastic sports.

A. If a team is organized primarily for one sex and members of the opposite sex are also members, the team should still be classified as either a male or female team and continue playing in the same type league.

Interscholastic Athletics (Continued)
Mixed Competition on Interscholastic Athletic Teams (Continued)

B. If a team was formed originally for one sex but is composed of a significant number of students of the opposite sex, it is recommended that separate teams be formed for that sport. This would allow for the greatest number of students to participate and not limit opportunities or have a disproportionate effect on any one sex.

C. When there are separate teams for each sex in a specific sport, a male may not tryout for a female team. The Superintendent of Schools may permit a female to tryout for a male team. In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, speedball, team handball, power volleyball where the height of the net is set at less than eight (8) feet, and wrestling, the fitness of a given student to participate in mixed competition is subject to the review and approval of a panel as specified in item (E) of this regulation. Where separate teams are provided, a female who wishes to tryout for a male team in these sports must have the approval of the Superintendent and the review panel. This type of crossover should be based upon that female's athletic ability to compete successfully.

D. The sport of boxing is identified in Commissioner's Regulations because it appears in the Title IX Federal Regulations. It is not an indication that the State Education Department considers boxing a desirable sport for secondary students.

E. Mixed competition in a sport identified in item (C) of this regulation is subject to review and approval by a panel. This panel must include the school physician and a physical education teacher appointed by the principal and may include a physician chosen by the student's parent(s)/guardian(s). This panel is responsible for determining the readiness of the student in terms of the medical health, maturity, fitness, and skill of the individual in relationship to other members of the team. The intent of the Commissioner's Regulations is to match the student's readiness with an appropriate placement, as well as to provide the student with a successful competitive opportunity. When the physical abilities of the individual are deemed by the panel to be short of or exceed the physical abilities of other team members, thereby creating a hazardous condition or unfair advantage for that student or other members of the team, denial of participation would be appropriate.

These guidelines apply only to a student's eligibility to tryout for a team of the opposite sex. The coach must decide if the student is to remain on the team or be dropped from the team in the same manner as all other students trying out for the team. If a coach has a "no cut" policy, the student of the opposite sex must be allowed to remain on the team the same as other students.

LINK: MIXED COMPETITION REGULATIONS AND FORMS

V. Spectators at Interscholastic Athletics

Athletes traditionally compete before spectators and respond to the enthusiasm exhibited by spectators. Spectators are expected to observe the rules and regulations of conduct which allow both Patchogue-Medford athletes and their competitors to participate in a stressless, uninhibited sports event.

A. Varsity and Junior Varsity Events

Spectators at all events are encouraged. It is the responsibility of the building principal to plan and implement procedures to provide a safe environment for teams and spectators before, during, and after an event until the building and grounds are secured.

To the extent possible, these procedures will be consistent with the Recommended Guidelines for Crowd Control at Athletic Events prepared by Section XI of the NYSPHSAA.

B. Middle School Events

Limited spectator attendance is permitted at middle school contests.

- Parents, relatives, friends, and some students are permitted at middle school contests. No attempt to enlist large scale attendance is authorized.
- Organizing spectator attendance at contests held at other schools is not authorized.
- The building principal is responsible for a safe environment, free of spectator interference and unsportsmanlike conduct, at sports events.

VI. Transportation

Student athletes traveling to and from games, scrimmages, or contests will observe school district policies governing transportation. When public transportation is provided, students traveling to athletic events must be transported in school district-owned vehicles or by buses supplied by firms under contract with the Board of Education. Travel in vehicles owned by students, by staff, or by any other private party is strictly forbidden when public transportation is provided.

Student athletes may be transported by school employees only when public transportation is not provided by the district. The employee must complete a written form provided by the school principal when transporting students with the permission of the school principal. A copy of the form is annexed to this policy as **Schedule A**.

Interscholastic Athletics (Continued)
Transportation (Continued)

Persons acting in parental authority may provide transportation for their own children to and from athletic events or practice sessions with approval by the principal, and/or the Director of Athletics upon completion and approval using the Athletic Contest Parental Transportation Request Form A copy of this form is annexed to this policy as Schedule C. Persons acting in parental authority may permit their children to be driven to and from an athletic event or practice session by another person provided that the parents submit a written request to the school principal using the form annexed to this policy as **Schedule B**.

Students who are excused from physical education classes or who receive special transportation to and from school due to a disability shall be permitted to travel to and from an athletic event only when accompanied by a person having parental authority.

Policy Adopted:
June 15, 1981
Policy Revised:
September 21, 1987
Policy Revised:
December 19, 1991
Policy Revised:
October 26, 2015
Policy Revised:
August 24, 2020
Policy Revised:
June 27, 2022
Policy Revised:
February 10, 2025

REGULATIONS OF THE COMMISSIONER OF EDUCATION
ON
MIXED COMPETITION

Section 135.4 (c) (7) (ii) (c)

(c) Male and female pupils on interschool athletic teams.

(1) Equal opportunity to participate in interschool competition, either on separate teams or in mixed competition on the same team, shall be provided to male and female students, except as hereinafter provided. In schools that do not provide separate competition for male and female students in a specific sport, no student shall be excluded from such competition solely by reason of sex except in accordance with the provisions of subclauses (2) and (4) of this clause. For the purpose of this clause, baseball and softball shall be considered to constitute a single sport.

(2) In the sports of baseball, basketball, boxing, field hockey, football, ice hockey, lacrosse, rugby, soccer, softball, speedball, team handball, power volleyball where the height of the net is set at less than eight feet, and wrestling, the fitness of given student to participate in mixed competition shall be determined by a review panel consisting of the school physician, a physical education teacher designated by the principal of the school, and if requested by the parents of the pupil, a physician selected by such parents. Such panel shall make its determination by majority vote of the members, and in accordance with standards and criteria issued by the department.

(3) Where a school provides separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.

(4) Where a school does not provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the superintendent of schools, or in the case of a nonpublic school or school system which elects to be governed by this clause, the chief executive officer of the school or school system, or the section may decline to permit a male or males to participate on a team organized for females upon a finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool competition in that sport.

GUIDELINES FOR MIXED COMPETITION ON INTERSCHOLASTIC ATHLETIC TEAMS

These guidelines are issued to assist schools in the implementation of Section 135.4(c)(7)(ii)(c) of the Regulations of the Commissioner of Education which govern interscholastic competition involving members of both sexes on a single school team. The following general information should be noted by the school personnel who are responsible for the implementation of the Regulations:

- The **purpose of the regulation** is to preserve the health and safety of students while assuring that students of both sexes have opportunity to participate successfully in interschool competition. Athletic opportunity in mixed competition is allowed under the conditions set forth in the regulations for specific sports identified in subclause (2) of section 135.4(c)(7)(ii)(c), as well as all other sports not so identified.

- The regulation provides for students involved in mixed competition to be placed on teams at appropriate levels of competition based upon the individual's medical history, maturity, physical data, fitness scores and skills. The guidelines are to be used for both junior high school and senior high school programs.

- If a **team is organized primarily for one sex** and members of the opposite sex are also members, the team should continue to be classified as either a male or female.

- If a team was formed **originally for one sex** but is composed of a significant number of pupils of the opposite sex, it is recommended that separate teams be formed for that sport. This would allow for the greatest number of students to participate and not limit opportunities for or have a disproportionate effect on any one sex.

- When there are **separate teams for each sex** in a specific sport, a male may not try out for a females' team. However, the superintendent of schools may permit a female to try out for a male team, except that competition in the sports identified in subclause (2) of the regulation is subject to the review and approval of a panel. Where separate teams are provided, a female who wishes to try out for a male team in these sports must have the approval of the superintendent and the review panel. This type of crossover should be based upon that female's athletic ability to compete successfully.

- The sport of boxing is identified in the regulation because it appears in the Title IX Federal Regulations. It is not an indication that the State Education Department considers boxing a desirable sport for secondary students.

- Mixed competition in a sport identified in subclause (2) is subject to **review and approval by a panel**. This panel must include the school physician and a physical education teacher appointed by the principal and may include a

physician chosen by the student's parent(s). This panel is responsible for determining the readiness of the student in terms of medical health, maturity, fitness and skill of the individual in relationship to other members of the team. The intent of the regulation is to match the student's readiness with an appropriate placement, as well as to provide the pupil with a successful competitive opportunity. When the physical abilities of the individual are deemed by the panel to be short of or exceed the physical abilities of other team members, thereby creating a hazardous condition or unfair advantage for that student or other members of the team, denial of participation would be appropriate.

- These procedures apply only to a student's eligibility to try out for a team of the opposite sex. The coach must decide if the pupil is to remain on the team or be dropped from the team in the same manner as all other pupils trying out for the team. If a coach has a "no cut" policy, the student of the opposite sex must be allowed to remain on the team the same as other students.

The following chart indicates which regulatory provisions apply to specific sport and program offerings:

GUIDE TO MIXED COMPETITION
APPROVAL FOR INTERSCHOLASTIC ATHLETICS

REGULATIONS OF THE COMMISSIONER OF EDUCATION
SECTION 135.4(c)(7)(ii)(c)

	TEAMS PROVIDED IN A SPORT		
1. PANEL APPROVED SPORTS *	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Males on a female team	(Not applicable)	With approval of Supt. or Chief School Officer, Review Panel and Section. ** Subclause (2) & (4)	Not Permitted Subclause (3)
b) Females on a male team	With approval of the Review Panel Subclause (2)	(Not applicable)	With approval of Superintendent or Chief School Officer and Review Panel.** Subclause (2) and (3)
2. ALL OTHER SPORTS	ONE TEAM FOR MALES	ONE TEAM FOR FEMALES	MALE & FEMALE TEAMS
a) Male on a female team	(Not applicable)	With approval of Supt. or Chief School Officer and Section. Subclause (4)	Not Permitted Subclause (3)
b) Female on a male team	No approval required Permitted under Subclauses (1), (3) and (4)	(Not applicable)	With approval of Superintendent or Chief School Officer Subclause (3)

** Baseball/Softball, Basketball, Boxing, Field Hockey, Football, Ice Hockey, Lacrosse, Rugby, Soccer, Speedball, Team Handball, Power Volleyball (net height less than 8 feet) and Wrestling.*

***This order of approvals is recommended so as to avoid the unnecessary formation of a review panel in cases where the superintendent or chief school officer does not wish to approve the student for mixed competition.*

REVIEW PANEL PROCEDURES

Upon a request to the school authorities for a pupil to participate in mixed competition, as provided in the Regulations of the Commissioner of Education, a review panel shall be formed. The Director of Physical Education should coordinate the activities of the review panel. The information reported on the form, **ATHLETIC PROFILE FOR MIXED COMPETITION**, shall be used by the review panel in making a determination.

COMPLETING THE ATHLETIC PROFILE

Part I: School Information

- Fill in the information as indicated.

Review Panel

- A **school physician** and a **physical education teacher** (designated by the principal) shall serve on the review panel as school representatives. The parent(s) of the pupil shall also be given the option of having a **physician of choice** serve on the panel. If parent(s) elect not to have a physician on the panel and a disagreement on the determination of participation by the pupil develops, the parents should be so advised. If the parents still opt not to select a physician for the panel, it is recommended that the school principal appoint another physician so there are two physicians and a physical education teacher on the panel as intended by the regulation.

- The review panel should convene as soon as feasible in order to give the pupil a reasonable opportunity for an early try out for the team, if approved to do so.

Part II: Pupil Information

- The Director of Physical Education should be responsible for providing the panel with all available information.

Part III: Physical Education and Medical History

- The information on the physical education history of the pupil should be obtained from the physical education teachers who have had the pupil in classes.

- The school nurse should provide the information on the medical history of the pupil by reference to the available health records.

Part IV: Physical Data

- The school physician shall provide the information obtained as part of the normal health examination for participation in athletics.

- The developmental age or maturity level of the pupil can be established by using the Developmental Screening Procedures used in the Athletic Placement Process for Interscholastic programs (APP) (See February 2015 APP: http://www.p12.nysed.gov/ciai/pe/documents/AthleticPlacementProcess2-11-15Revised.pdf). Note: For modified students, please see Appendix B in the Mixed Competition Guidelines for recommended Tanner scores.

- A determination of general body type should be made by the physician during the health examination. Comments on joint structure would also be helpful.

- If the school physician determines during the health examination the pupil has a physical impairment which would make it unsafe for the pupil to participate in the sport, the review panel need not convene.

Part V: Athletic Performance Testing (Fitness)

- The Fitness Test scores used are taken from the President's Council Fitness test benchmarks at the 50th percentile for the National Physical Fitness Award Qualifying Standards. See:https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml This test should be used as a means of assessing the student's fitness level.
  - See: Appendix A in the Mixed Competition Guidelines.

- Scores achieved on this test shall be recorded on the profile form where indicated. The test should be administered by a physical education teacher.

- When reviewing the test scores, the panel needs to be made aware that the relative importance of the test item to the demands of the sport.

- When reviewing the test scores, the panel should refer to the standards related to the sex of the team and the level of play at which the pupil wishes to play.

- *Please note that the President's Council Fitness Test scores are not intended as qualifying or disqualifying scores for mixed competition. The scores that appear in the chart are not absolute requirements for the panel to consider. The scores only provide a reference as to what could normally be found among the members of the team for that sex at that level of play. If the scores of the*

pupil differ from the standards, the panel should assess the significance of that difference for the pupil being considered. The panel should also consider the strengths and abilities of the team in question.

Part VI: Panel Decision

- Once the panel has reached a decision, the pupil and his/her parents shall be so advised.

- A “YES” decision means the pupil may try out for the team. The coach will then apply the same try-out criteria used for all other pupils trying out for the team and determine whether or not the pupil may remain on the team..

- The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review. Therefore, all students that have been previously approved to participate in a mixed competition situation must be re-approved each season for each sport in which he/she wishes to participate.

INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION

PLEASE TYPE OR PRINT

PART I: School Information Date: _____

District _____ Superintendent _____

City_____ Director of P.E. _____

School Physician _____

Family Physician _____

Physical Education Teacher _____

PART II: Pupil Information

Previous mixed competition ___YES ___NO

What sport and level? _____

Name _____

Sport and level being requested?

Age _____ Grade_____ _____

PART III*: *Physical Education and Medical History

Is the pupil enrolled in regular physical education without restrictions?
____YES ____ NO If NO, Explain _____

History of conditions, injuries or illness that would be restricting?
____YES ____ NO If YES, Explain _____

PART IV: Physical Data

Weight _____lbs Height _____ Feet _____Inches Maturity Level (See Appendix B) _____ Body Type (check) Mesomorph: _____ Endomorph: _____ Ectomorph: _____ Comments:

_____

_____

_____

PART V: Fitness Test Scores

Curl-Ups: _____ Upper Body (Pull-ups or Pushups) _____

Shuttle Run: _____ Flexibility: _____

Endurance:

1 mile run _____ Or 500 yard swim _____

PART VI: Panel Decision

Approved for try out: _____ YES _____ NO

Reason(s) _____

_____

_____

Panel Members:

School Physician (print or type name) _____

Signature _____

Physical Education Teacher (print or type name) _____

Signature _____

Family Physician (print or type name) _____
(or other appointee)

Signature _____

A

FITNESS TEST FOR MIXED COMPETITION

Benchmarks as provided by the Presidents Council Fitness Test at the 50th percentile: See: https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml

The standards are based on the 50th percentile for a 13 year old (modified), 15 year old (freshman/JV), and a 16 year old (Varsity).

				Choose one[1]			Choose one[2]	
Gender	Level	Curl-Ups	Shuttle Run	V-sit **or**	Sit and Reach	1 mile walk/run	Pull-Ups **or**	Right Angle Push-Ups
Male	Modified	42	10.2	+0.5	26	8:06	3	24
	Fresh/JV	45	9.7	+2.0	30	7:30	6	30
	Varsity	45	9.4	+3.0	30	7:10	7	30
Female	Modified	37	11.1	+3.5	31	10:23	1	11
	Fresh/JV	36	11.0	+5.0	36	9:58	1	15
	Varsity	35	10.9	+5.5	34	10:31	1	12

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

[1] Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

[2] Upper body strength can be measured by performing pull-ups, or right angle push-ups.

B

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

Modified levels are used for mixed gender competition only

Approved Sports	MALES					FEMALES			
	Modified*	Freshman	JV	Varsity		Modified*	Freshman	JV	Varsity
Archery	1	2	2	2		1	2	2	2
Badminton	1	2	3	4		1	2	3	4
Baseball	2	3	4	5		2	3	4	5
Basketball	2	3	4	5		2	3	4	5
Bowling	1	2	2	2		1	2	2	2
Competitive Cheerleading	2	3	4	5		2	3	4	5
Cross-Country	2	3	4	5		2	3	4	5
Fencing	1	2	3	4		1	2	3	4
Field Hockey	2	3	4	5		2	3	4	5
Football	2	3	4	5		2	3	4	5
Golf	1	2	2	2		1	2	2	2
Gymnastics	2	3	4	5		2	3	4	5
Ice Hockey	2	3	4	5		2	3	4	5
Lacrosse	2	3	4	5		2	3	4	5
Rifle	1	2	2	2		1	2	2	2
Skiing	2	3	4	5		2	3	4	5
Soccer	2	3	4	5		2	3	4	5
Softball	2	3	4	5		2	3	4	5
Swim/Diving	2	3	4	5		2	3	4	5
Tennis	2	3	4	5		2	3	4	5
Track & Field	2	3	4	5		2	3	4	5
Volleyball	2	3	4	5		2	3	4	5
Wrestling	2	3	4	5		2	3	4	5

ATTENDANCE, STUDENT CONDUCT AND ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Eligibility for Extracurricular and Interscholastic Activities

The Patchogue-Medford School District encourages all students to participate in extracurricular and interscholastic activities. We recognize that these activities complement and supplement the academic programs of our middle and high schools; however, such participation is a privilege, not a right. They provide students with an opportunity to explore an area of interest and to develop specific skills. In addition to providing students an opportunity for their own enrichment and development, extracurricular and interscholastic activities add to the school district's total visibility as well as the community's involvement in our schools. They permit and encourage the adults of the community, as well as other community organizations, to participate and view the Patchogue-Medford District with pride.

The Board of Education has the authority to establish reasonable standards as prerequisites for eligibility for extracurricular and interscholastic activities. These standards apply to entry qualifications as well as to continued participation in such activities. Advisors/Coaches must disseminate a copy of the expected standards of conduct to all students and parents at the start of each school year, and participating students should be individually informed of the application and scope of such standards.

- Students must be reminded that they represent their school and their school district through their participation in these activities. They are role models for fellow students and, therefore, must act responsibly in their roles as students and participants

Eligibility and continued participation in extracurricular and interscholastic activities are a privilege extended to students, as opposed to a right, and the behavioral standards set forth in the District Code of Conduct apply to all students participating in any extracurricular or interscholastic activity. All student participants will be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment and as a result are expected to adhere to policies accordingly.

Attendance Requirement

No student may participate in an extracurricular or interscholastic activity, practice, scrimmage or contest on a day that the student is absent from school, both excused and unexcused unless a school/district administrator grants special dispensation to the student for the absence in advance. Additionally:

- Students must be present in school for a minimum of five (5) periods on the day of an activity to be eligible for participation.
- Students may not participate in extracurricular activities on the day of a suspension.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)
Attendance Requirement (Continued)

- Students who have been sent home and are awaiting the start of a suspension may not participate in athletics or extracurricular activities.

Student Conduct Requirement

A student who is suspended (either in-or out-of-school) will become ineligible for participation on **athletic teams or extracurricular activities once six (6) days of suspension** have been accumulated in a given school year. The school principal will send a letter to the parent of a child who has been suspended. In that letter, there will be a statement about this policy. There is no distinction between in-school and out-of-school suspensions.

Separate and apart from accumulated days of suspension coaches, advisors, and administration reserve the right to remove students from participation in extracurricular activities because of disciplinary infractions that occur on/off the court/field due to behavior/action(s) that are in any way related connected to the team that is deemed unbecoming. Such removal may be temporary or permanent, depending on the severity of the infraction and the discretion of the relevant authority figures. Coaches and Advisors must review such instances with the Academic Director prior to removing a student from an Interscholastic Team and/or an extracurricular activity.

Appeals Process

- Students and parents/guardians have the right to submit an appeal regarding their eligibility for participation in extracurricular activities.
- Appeals must be submitted in writing to the building principal. Requests for appeal must be made two (2) weeks prior to the start of the Interscholastic Season as outlined by the NYSPHSAA season calendar.
- The administration will convene a committee to review the appeal and respond in writing within a reasonable timeframe. The committee will be made up of the following representatives: building principal or designee, academic director, school counselor, and when possible, the coach/advisor.

Determination of Academic Eligibility

A student with two (2) up to a maximum of three (3) marking period failures will be placed on probation for a four (4) week period during which time the student will remain academically eligible to participate in athletics or extracurricular activities. Students with four (4) or more marking period failures are disqualified.

1. Academic eligibility for fall activities shall be determined by the fourth quarter report card issued the previous June, the first quarter progress report issued in October and/or the first quarter report card issued in November.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)
Determination of Academic Eligibility (Continued)

2. Students with two (2) up to a maximum of three (3) marking period failures for the fourth quarter report card will be placed on probation for a four (4) week period at the beginning of the fall semester.

3. Students earning passing marks during the summer for the failed course(s) will not be subject to the probationary period in the fall.

4. Academic eligibility for winter activities shall be determined by the first quarter progress report issued in October, the first quarter report card issued in November, the second quarter progress report issued in December and/or the second quarter report card issued in February.

5. For the Middle School Winter II Sports Season, eligibility will be determined by the first quarter report card issued in November and/or the second quarter progress report issued in December.

6. Academic eligibility for spring activities shall be determined by the second quarter report card issued in February, the third quarter progress report issued in March, the third quarter report card issued in April and/or the progress report issued in May.

7. Any student who was deemed ineligible and/or disqualified for activities at the end of a school year and either did not attend summer school or failed summer school, will begin the fall semester on probation.

8. An Academic Support Plan shall be developed with the assistance of guidance, administration, and the eligibility committee. Verbal and/or written notification will be made to parents of students placed on academic probation once the applicable progress report and/or report card has been distributed.

Any student failing two (2) up to a maximum of three (3) marking period failures shall be placed on Probationary status and shall continue until a student is passing all course subjects as indicated by the quarterly report card only. Further, at the completion of the first four (4) week cycle of probation, if a student is still failing two (2) up to a maximum of three (3) marking period subjects, the student will become ineligible for participation in extracurricular and interscholastic activities and will be monitored accordingly. If the student continues to fail two (2) up to a maximum of three (3) marking period subjects after the second four (4) week cycle, the student will be disqualified from further participation. Probationary students who fail to hand in weekly progress reports on time, turn in incomplete reports, or have not met the requirements in the academic plan will be ineligible until the next weekly report has been reviewed and met the criteria for participation.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)

An Academic Support Plan shall consist of:

1. Regular attendance and participation in before- and/or after-school support as noted on the student's weekly progress report
2. School counselor support
3. Weekly Eligibility Reports for each subject that should include, but are not limited to:
    a. Weekly class attendance
    b. Weekly academic average
    c. Quarterly academic average to-date
    d. Homework assignments given and completed
    e. Teacher comments on weekly performance
    f. Extra help/tutoring/mentoring, attendance and participation

Weekly Eligibility Reports shall be sent home electronically to parents on a weekly basis. Following the four (4) week period of Probationary status if a student continues to fail any two (2) up to a maximum of three (3) marking period subjects as indicated by the quarterly progress reports, the quarterly report card, and/or the Weekly Eligibility Reports, the student will be disqualified from all activities for the duration of the season. Notice of disqualification will be sent home to the parents of students by the Eligibility Committee. Disqualification shall continue if a student fails two (2) or more subjects, as indicated by the quarterly progress report, the quarterly report card and/or the Weekly Eligibility Reports.

Interpretation of Policy

The following terms/definitions will be used regarding the interpretation of the Eligibility Policy:

- **Probation:** The student will be permitted to participate in the total activity but it will be subject to weekly review.
- **Ineligible**: The student will be excluded from all contests, performances and competitions for a period but is entitled to attend and participate in practices and meetings.
- **Disqualified:** The student will lose the privilege to participate in all extracurricular, co-curricular and interscholastic activities during the period imposed.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)

Process of Determining Eligibility Status

Students failing two (2) up to a maximum of three (3) marking period subjects will be identified by building administration at the conclusion of each period outlined in the policy. The students assigned school counselor will conduct an academic intervention meeting with the student. The Academic Support Plan will then be enacted, and it will be the responsibility of the student to complete his/her Eligibility Report on a weekly basis and return it to the appropriate school counselor. Students who fail to turn in their report weekly will be ineligible. The Eligibility Committee will reconvene at the appropriate time and the status of the student(s) under review will be determined accordingly.

For the middle school level, this Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities policy will become effective September 2025. This policy does not impact elementary students.

EXTRACURRICULAR ELIGIBILITY APPEAL FORM

Student Last Name: _____

Student First Name: _____

Disqualification Cause: _____ _____
Academic **Student Conduct/Suspension**

Date: _____

Appeal For (Sport/Extracurricular): _____

Sport/Extracurricular Start Date: _____

Rationale for Appeal Consideration (are there any mitigating circumstances that this committee should consider when reviewing this application?):

_____
_____
_____
_____

Academic Standing:

Class	Teacher	Current Grade	Teacher Signature

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Policy Adopted:
July 15, 1985
Policy Revised:
April 17, 1995
Policy Revised:
September 16, 1996
Policy Revised:
July 14, 1997
Policy Reviewed:
August 13, 2001
Policy Revised:
June 24, 2002
Policy Revised:
January 27, 2014
Policy Revised:
May 6, 2014
Policy Revised:
May 19, 2014
Policy Revised:
October 15, 2018
Policy Revised:

January 13, 2025
Policy Revised:
April 28, 2025

DRIVER EDUCATION INSTRUCTION

The Board of Education supports programs which encourage safe driving skills, and it will subsidize, through the Continuing Education Program, a driver education course for residents having attained the age of 16. Funding will be made available to enroll as many as 600 pupils annually. Priority will be given to resident students who are enrolled in the 12th and 11th grades of the senior high school and to resident students who attend private high schools.

The superintendent of schools will organize a year-round program utilizing after school hours, weekends, and vacation periods when classes are not in session for the regular academic courses. The program shall not operate on Sundays nor on those legal holidays when schools in New York State are required to be closed.

Classroom Instruction
Subsection 6146.1

The classroom portion of driver education will be conducted in rooms set aside at the high school during times when the rooms are not required for the regular day program. The superintendent of schools is authorized to hire certified driver education teachers on a part-time basis whose salaries are to be paid from the Continuing Education Fund at an hourly rate established by the Board of Education at its annual reorganization meeting.

In-Car Instruction
Subsection 6146.2

The superintendent of schools is authorized to retain the services of private firms which are licensed by New York State to provide in-car instruction. The in-car instruction will be awarded to firms as a result of contracts which arise from the receipt of public bids for this service.

Credit Toward Graduation
Subsection 6146.3

A student who successfully completes the classroom and in-car instruction may be awarded one-half (1/2) unit of credit toward a high school graduation diploma.

Grade Reports
Subsection 6146.4

At the conclusion of the classroom instruction, the teacher will award a grade indicating successful completion or failure. If the student has passed, a grade of "P" will be issued. If the student has failed, a grade of "F" will be issued.

At the conclusion of the in-car instruction, the student will receive a grade of "P" or "F" from the instructor hired by the contractor. When the grades from both sectors of the course are represented as a "P," the student will be considered to have passed the course and credit may be

Driver Education Instruction (Continued)
Grade Reports (Continued)
Subsection 6146.4 (Continued)

awarded by the high school principal. If the teacher for either sector of the course issues an "F" to the student, the high school principal will determine that the student has failed the course and no credit may be awarded.

Report card grades obtained by students for driver education instruction will not be used to determine rank in class.

Attendance
Subsection 6146.5

In order to successfully complete the course, a student will not be absent more than two (2) instructional periods for either the in-car instruction or the classroom instruction. The Director of Continuing Education will make arrangements with the teachers and the students for one (1) makeup session should a student be absent for a reason which is excusable.

Fees
Subsection 6146.6

A student selected for enrollment in driver education shall pay a $25 fee upon registration. The fee will be nonrefundable except in those instances when the school district acts to terminate the enrollment. The effective date of the imposition of a fee will be July 1, 1988.

Wait Listing
Subsection 6146.7

The Director of Continuing Education shall create a list of students eligible to take driver education courses. The Director shall accept students in the order in which they register for the course after attaining age 16 and prior to their graduation from high school. If a student, once registered as an eligible candidate, drops out of the high school but re-enters at a later date, that student must re-register for driver education and be placed again in the next position available on the waiting list.

A student once accepted for enrollment in the driver education class and from whom a $25 nonrefundable registration fee has been received will be placed at the end of the waiting list should that student, for any reason caused by the student, fail to complete the course.

Driver Education Instruction (Continued)

Contracts For In-Car Instruction
Subsection 6146.8

The superintendent of schools shall recommend to the Board of Education the names of private firms certified to provide in-car instruction by New York State. This service shall be contracted on the basis of public bids. Bid specifications will be issued annually by the superintendent of schools and shall include all requirements for the hiring of instructors, co-insuring the school district, identifying the standards for the vehicles, and other arrangements necessary for the satisfactory operation of the program.

Policy Adopted:
January 18, 1988

Policy Revised:
December 16, 1991

Policy Reviewed:
May 23, 2022

TECHNOLOGY ACCEPTABLE USE POLICY
For Students

The use of the Patchogue-Medford School District Technology is a privilege. It is expected that all individuals utilizing Technology provided by the District will undertake responsibility for their actions and words and respect the rights and privileges of others. Users need to familiarize themselves with contents of this policy in order to insure safe and educationally sound use of the District's Technology. **Exemplary behavior is expected at all times.**

I. Personal Safety

For safety reasons, individuals utilizing the Patchogue-Medford Technology are to exercise caution at all times. The following will assist:

A. Do not post personal contact information (e.g., address, telephone number, etc.) about yourself or any other person.
B. Do not agree to meet with someone you have met online. Any contact of this nature, or the receipt of any message you feel is inappropriate or makes you feel uncomfortable, should be reported to school authorities immediately.
C. Use caution when utilizing technologies that are connected to the internet. Beware of the websites you visit as well as anything that you download.
D. Do not signup or enter into any agreement with a third-party vendor.

II. System Security

For security reasons, individuals utilizing Patchogue-Medford Technology are to demonstrate responsible Internet use at all times. The following will assist:

A. Be responsible for your individual account and take all reasonable precautions to prevent others from being able to access your account. Under no condition should you provide access to your account to any other person (other than your parents or guardians). Refer to Board Policy 3803
B. Should you see a security concern, immediately notify the Technology Department or supervisor. Reports can be made through the StudentTechHelp email or calling the Technology Department directly. Contact information for the Technology Department is available on the District website.
C. Personal devices should not be brought into the District. This includes but is not limited to: printers, laptops, desktops, tablets, iPads, routers, switches or cameras.
D. Do not intentionally try to circumvent District security or filtering. This includes bringing in your own routers, switches, wireless routers, and or the installation of software on District devices to allow unfiltered access to the internet.
E. Do not use the credentials of other students, teachers, or staff members to gain access to areas you do not have permission to with your own credentials.

Technology Acceptable Use Policy
For Students (Continued)

III. Legal Activities

Individuals utilizing Patchogue-Medford Technology are to adhere to the following:

A. Do not attempt to gain unauthorized access to any computer system or go beyond the authorized access by entering another person's ID or accessing another person's files.
B. Do not deliberately attempt to disrupt District Technology or destroy data by spreading computer viruses or by any other means
C. Do not use District Technology to engage in any illegal act.
D Do not utilize VPNS or masking software to circumvent security protocols instituted to protect the integrity of the Patchogue-Medford network.

IV. Inappropriate Language

Individuals utilizing District Technology will conduct themselves in the same manner as expected within the school itself. For example:

A. Appropriate language is to be used at all times. As within the school itself, obscene, profane, inflammatory, and/or threatening language is not to be used at any time.
B. Do not post information that could cause danger or disruption.
C. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

V. Respecting Loaned Technology

The District will provide every student with a loaned device to aid in their academic instruction. These devices are loaned to the student during their time as a student. It is expected that the student treat these devices with care and respect. Should the devices be mistreated, damaged, lost, or stolen, in accordance with the Student Code of Conduct, the student may face disciplinary actions or be required to pay a fee to repair the device.

Cracked or Damaged LCD Display	$35.00
Substantial LCD Display Damage	$50.00
Broken or cracked casing	$25.00
Substantial Keyboard Damage	$20.00
Substantial Trackpad Damage	$20.00
Lost Case	$25.00
Lost/Stolen Laptop with Police Report	$50.00
Lost Power Adapter	$20.00
Intentional Destruction of Device	Full Replacement Amount $445.00

Technology Acceptable Use Policy
For Students (Continued)

The District will make an effort to provide a loaner device to the student should their device be damaged and require repair. Students that intentionally damage a device or do not pay the fee to repair the device will not be provided with a loaner device.

V. Respect for Privacy

A. Do not post private information, including but not limited to pictures of yourself or someone else.

VI. Respecting Resource Limits

The District network is a limited resource. Activity unrelated to the District on the network may cause unintentional problems such as system slowdown, stoppage, or "crashes." Consequently, users are to adhere to the following:

A. Use the system for educational and career development activities only. There is no limit on use for education and career development activities.
B. Do not post chain letters or engage in "spamming" (that is, sending an unnecessary message to a large number of e-mail addresses).

VII. Plagiarism and Copyright Infringement

Individuals utilizing District Technology are to adhere to the following:

A. Do not plagiarize work found on the Internet. Plagiarism is the piracy of ideas or writings of others.
B. Respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by copyright. If a work contains language that specifies appropriate reproduction of that work, the expressed requirements are to be followed. If unsure, permission from the copyright owner is required. Direct any questions regarding copyright requirements to a teacher.
C. Copyright violations may occur in all forms text, video and audio.
D. Do not engage or assist in the distribution of copyrighted material.
E. Do not create social networking sites that reference any District, building, club, sport team, employee(s) or student(s).

Technology Acceptable Use Policy
For Students (Continued)

VIII. Inappropriate Access to Material

A. Do not use District Technology to access material that is illegal, profane, or obscene or that advocates illegal acts of violence or discrimination toward other people.
B. If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim of intentional violation of this policy.

IX. Your Rights

A. Search and Seizure

You should be aware that the contents of your personal files on the District system may be monitored if a policy or legal infraction is suspected. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy and/or have engaged in illegal activity on the District's system. An individual search will be conducted if there is reasonable suspicion that you have violated this policy. The investigation will be reasonable and related to the suspected violation.

B. Due Process

In the event of a claim that a violation of this policy has occurred, an investigation will be conducted and appropriate disciplinary action will be taken, if necessary. Depending on the result of this investigation, additional restrictions may be placed on an individual's use of the District's Internet connection. The District will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted though the District computer system.

The District makes no guarantee that the functions or the services provided by or through the District system will be error free or without defect. The District will not be responsible for any damage suffered including, but not limited to, loss of data or interruptions of the system. The District will not be responsible for financial obligations arising from unauthorized use of the system. The Patchogue-Medford School District reserves the right to log Internet use and monitor file server space utilization and access all network activity logs including but not limited to access of laptops, desktops, OneDrive Data and other District owned devices or resources.

Technology Acceptable Use Policy
For Students (Continued)

(DISTRICT LETTERHEAD)

Dear Parent,

The District's Technology Acceptable Use Policy is posted on the District's website at www.pmschools.org, and is also available for review by parents or guardians on request. Parents, guardians, and students should review and are expected to be familiar with the Policy. All users of the District's Technology must understand that access is a privilege, not a right, and that access entails responsibility. All users are required to demonstrate appropriate conduct on school computers and Networks, just as they are required to adhere to the District's Code of Conduct when on school grounds or while involved in any school-related functions. Failure to comply with the District's Policy and Regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges. The Code of Conduct applies to all aspects of network use and communications.

By using the District's Technology, students agree to follow the District's Technology Acceptable Use Policy, the District's Code of Conduct, Technology Loan Agreement, and applicable District policy, regulations, and guidelines. Any misuse of the District's Technology should be reported to a teacher, supervisor, or other appropriate District personnel.

Sincerely,

Superintendent of Schools

Policy Adopted:
April 15, 1996
Policy Revised:
May 23, 2000
August 14, 2000
Policy Revised:
September 24, 2001
Policy Reviewed:
August 24, 2015
Policy Revised:
August 29, 2016
Policy Reviewed:
August 28, 2017
Policy Revised:
April 23, 2018
Policy Reviewed:
August 27, 2018

Technology Acceptable Use Policy
For Students (Continued)

Policy Revised:
June 29, 2020
Policy Revised:
June 28, 2021
Policy Revised:
March 21, 2022
Policy Revised:
August 21, 2023
Policy Revised:
August 26, 2024

Administrative Regulations

TECHNOLOGYACCEPTABLE USE POLICY
For Students

1. All students must accept the Technology Acceptable Use Policy which is provided digitally each time they log on to a District computer.

"This computer is the property of the Patchogue-Medford School District and is for the use of authorized users only.
Individuals using this computer system without authority, or in excess of their authority, are subject to having all of their activities on this system monitored and recorded by system personnel.
In the course of monitoring, individuals improperly using this system, or in the course of system maintenance, the activities of authorized users may also be monitored.
Anyone using this system expressly consents to such monitoring and is advised that if such monitoring reveals possible evidence of criminal activity, system personnel may provide the evidence of such monitoring to law enforcement officials.
Individuals using this system agree to Technology Use Policies 4410 and 6147 which are available on the Patchogue-Medford District Website.

2. Student use of the District's Network and Internet access is strictly limited to those that accept the policy upon log in.
3. Students and parents should review the Technology Acceptable Use Policy which can be found on the Patchogue-Medford Schools website.

Regulations Adopted:
September 24, 2001
Regulations Revised:
April 23, 2018
Regulations Reviewed:
June 29, 2020
Regulations Revised:
June 28, 2021
Regulations Reviewed:
August 21, 2023
Regulations Reviewed:

Administrative Regulations

TECHNOLOGYACCEPTABLE USE POLICY
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Regulations Adopted:
September 24, 2001
Regulations Revised:
April 23, 2018
Regulations Reviewed:
June 29, 2020
Regulations Revised:
June 28, 2021

MINIMUM PUPIL ENROLLMENT FOR CLASSES

The Board of Education will authorize courses of study for students who reside in the school district which are designed to meet the requirements established by the Board of Regents of the State of New York. The Board of Education will authorize additional courses of study as elective credit for secondary students when these are recommended by the superintendent of schools.

The organization, supervision, and administration of course offerings requires flexibility in the policy governing the number of students who may be admitted to a particular class. Consistent with its responsibility to provide educational services which are fiscally efficient and prudent, the Board of Education prohibits the operation of a class which has less than fifteen (15) pupils enrolled at the beginning of the marking period unless approval for a variance is specifically authorized by the Board of Education. The Board of Education will consider an enrollment of less than fifteen (15) pupils in a class upon the recommendation of the superintendent of schools, and when it is satisfied that attempts to consolidate class sections or to organize an independent study program prove unsatisfactory.

Excepted from this policy are classes organized for pupils identified as having a disability, remedial classes for which categorical funding is obtained, court-ordered classes for bilingual education, continuing education classes, and classes for gifted students for which categorical funding is obtained.

Policy Adopted:
November 17, 1980

Policy Revised:
December 16, 1991

Policy Reviewed:
January 24, 2022

FIELD TRIPS

A field trip shall be defined as a planned, supervised, educational activity outside the school building, which is closely correlated with school curricula. A field trip may range from a trip of brief duration in the immediate area to trips that are extended beyond the limits of the local community. It becomes an official trip subject to this policy and administrative regulation when it is sponsored or sanctioned by the Board of Education. Sponsored field trips are those which are directly related to the curriculum, independently funded or funded by the district and which count as attendance upon instruction. Sanctioned field trips are those which are deemed appropriate by the district, are independently funded but which do not count as attendance upon instruction.

Well-planned, age-appropriate field trips that provide common educational experiences, enhance subject matter and stimulate interest in learning are approvable.

The following guidelines will be in effect to promote equal access to field trips and assure student safety:

1. The cost of participation in an educational field trip must be minimal for the student and for the school district

2. When planning for a field trip which requires an expense for the student, consideration is to be given for the ability of the students and their families to afford the trip. The planning should be especially sensitive concerning economically deprived students who may exclude themselves from participation in a trip the majority of students may readily afford.

3. No field trip may be planned if it can be reasonably assumed that certain students would be unable to participate due to financial limitations of the individual family, unless a suitable source of funding can be secured to defray the cost of the trip.

4. A student's financial inability to pay the cost of a trip as determined by the building principal shall not be cause for exclusion from a trip.

5. Students participating in a field trip shall travel to and from the activity in a school district-owned vehicle, a bus supplied by a firm under contract with the Board of Education, or a common carrier approved by the Board of Education. Travel to and from activities in vehicles owned by students, by staff, or any other private party is strictly forbidden when public transportation is provided.

Field Trips (Continued)

When the district provides transportation to students on a school-sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the district unless:

the parent or legal guardian of a student participating in such event has provided the district with written notification consistent with district policy, authorizing an alternative form of return transportation for the student; or intervening circumstances make such transportation impractical.

When intervening circumstances have made transportation back to the point of departure or to the appropriate school in the district impractical for a student, a representative of the district shall remain behind until such student's parent or legal guardian has been contacted and informed of the intervening circumstances and the student has been delivered to the student's parent or legal guardian by the representative of the district.

Persons acting in parental authority may provide transportation for their own children to and from a field trip. Persons acting in parental authority may permit their children to be driven to and from a field trip by another person provided that the parents submit a written request to the school principal using the form annexed to this policy as Schedule A.

Students may be transported by school employees only when public transportation is not provided by the district. The employee must complete a written form provided by the school principal when transporting students with the permission of the school principal. A copy of the form is annexed to this policy as Schedule B.

6. Students who are excused from physical education or who receive special transportation to and from school due to a disability are not permitted to participate in a field trip unless one of the following conditions apply:

   A. The student is accompanied for the duration of the field trip by a parent/guardian or a person in parental authority who has notified the school in writing of that person's willingness to supervise the student on the field trip (a copy of the form is annexed to this policy as Schedule C); or

   B. The attending physician who gave the order to excuse the student from physical education and/or to request special transportation certifies that the student is medically capable of participating independently in the field trip activities without the need for special or individual supervision and/or accommodations. The completed and signed form must be received by the school no later than 48 hours prior to the departure time of the trip. Incomplete or altered forms will not be accepted. (A copy of the form is annexed to this policy as Schedule D.)

Field Trips (Continued)

C. The superintendent of schools will have the authority to make decisions about field trip participation concerning special conditions that may be presented to the school principal by students, parents or guardians.

The superintendent will issue specific instructions regulating field trips and the procedures to be followed by staff and administration.

Policy Adopted:
October 20, 1975
Supersedes Policy Adopted:
August 28, 1973
Policy Revised:
February 28, 1983
Policy Revised:
September 21, 1987
Policy Revised:
March 19, 1990
Policy Revised:
July 13, 1992
Policy Revised:
January 20, 1998
Policy Revised:
January 26, 2004
Policy Reviewed:
October 24, 2016
Policy Reviewed:
March 21, 2022
Policy Reviewed:
October 23, 2023
Policy Reviewed:
October 28, 2024

Schedule A

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6300

PARENTAL AUTHORIZATION FOR

This form may only be completed by a child's parent or legal guardian. Authorization provided by any other person will not be recognized by the District.

TRANSPORTATION OF CHILD IN PRIVATE VEHICLES

I,_____ am the _____parent/legal guardian
(Full Name) (Circle Appropriate Item)

of _____, a student at the _____

School who resides at_____.

As the person in legal parental authority, I authorize the Patchogue-Medford School District to transport my child in a private vehicle operated by _____
(Full Name)
for the purpose and on the dates indicted below:

Dates:_____

Purpose:_____
(Include Destinations)

I understand that by this authorization, I agree to release the District and its employees and other representatives, individually, from any claim I or my child may have arising from such transportation.

_____
Signature of Parent of Legal Guardian

(For District Use)
Action taken by principal to verify signatures: _____ _____

Schedule B

PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6300

AUTHORIZATION TO TRANSPORT STUDENTS FOR THE SCHOOL YEAR _____

This form may only be completed by an employee of the Patchogue-Medford School District. No other person is authorized to submit this form.

I,_____request authorization from the Patchogue-Medford School
(Full Name)

District to transport Patchogue-Medford students in a private vehicle for the purpose and on the dates indicated below:

- Dates:

- Purpose:
(Include Destination)

- List name(s), grade level, and school of student(s) to be transported :

Further, to assist the District in making a determination, I certify the following information as being true and correct:

Home address:

Home telephone number:

School_____ Position

Vehicle Information:
Description of vehicle to be used **(include vehicle make, model, year, identification number, and number of passengers allowed)**:

Vehicle last inspected on:

Vehicle inspection number:

(Continued on reverse...)

***Driver's License:**
Employee's New York State license number:

License expires:

Description of all traffic violations incurred during the past two years and which may now be

pending (do not include parking tickets):

List all license restrictions (i.e., corrective lenses, etc.):

***Registration:**
Name of registered owner:

Registration expires:

Vehicle license plate number:

***Insurance Information:**
Insurance policy number:

Insurance policy expiration date:

******A COPY OF EACH DOCUMENT MUST BE ATTACHED TO THIS APPLICATION.**

Should this application be approved, I understand that I will be the only person authorized to drive the above-described vehicle when transporting District pupils. Further, I agree to comply with all District policies and procedures governing such matters and to apprise the District immediately of any changes to the details noted on this form.

Employee's Signature Date

(For District Use Only)

Approval Recommended:	Principal	Date
Abstract Cleared:	Transportation Supervisor	Date
Approval Granted:	Assistant Superintendent for Instruction	Date

Revised 11/01

Schedule C

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6300

FIELD TRIP SUPERVISION
PERSON IN PARENTAL AUTHORITY
PERMISSION SLIP

Parent to complete:

I, _____, parent/guardian of

give permission to have provide

necessary supervision and accommodations for my child, due to a medical condition, while my child is

attending a field trip to

on _____.

Signature _____ Date

Print Name_____ Telephone Number

Person in Parental Authority to complete:

I, _____, agree to provide necessary supervision and

accommodations for _____, due to a medical condition, for a field

trip to _____ on .

Signature of Person in Parental Authority_____Date

Print Name_____ Telephone Number

Schedule D

PATCHOGUE-MEDFORD SCHOOLS

241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6300

FIELD TRIP MEDICAL CLEARANCE FORM

School to complete:

Name of student_____ Grade_____ School

Address

Field Trip:

Location:_____ Date

Length:

Activities:

Parent Statement: I certify that no special and/or individual supervision or accommodations will be needed for my child on this trip.

Signature Date

Attending Physician:

Name _____Telephone Number

Address

This is to certify that _____, who is under my care for

_____, is medically-capable of participating fully in the above field trip activities, with no need for special and/or individual supervision or special accommodations.

Signature Date

Printed Name _____ License #

Address

Administrative Regulations

FIELD TRIPS

Field trips are beneficial when they generate interest in the topic under study and enhance the learning that takes place in the classroom. Field trips are an excellent way to integrate culturally relevant pedagogy into the curriculum. However, they require a high degree of selectivity on the part of teachers and administrators. The worth of the field trip should always be judged by comparing it with the value of the missed classroom instruction time.

Special rules governing school field trips are:

A. There must be a direct relationship between the students' course of study and the purpose of the field trip. If this relationship cannot be established, the trip will be considered a recreational trip which may be sanctioned but not sponsored by the school district.

B. The planning of educational field trips must include provision for pre and post-trip classroom activities. A description of introductory and follow-up activities should be submitted as part of the field trip application.

C. All field trips are subject to the advanced written approval of the principal and the assistant superintendent for curriculum and instruction. Secondary school field trips also require the advanced written approval of the appropriate academic director. Approval will be secured from the assistant superintendent for curriculum and instruction 30 days in advance of any planning with the students. The assistant superintendent of curriculum and instruction will maintain a monthly record of field trips.

D. No trip will be approved if the trip conflicts with the state-mandated testing calendar.

E. Transportation for field trips may be provided by district-owned vehicles, contracted buses, or public carrier (railroad, ferry, bus).

Administrative Regulations (Continued)
Field Trips (Continued)

F. The Assistant Superintendent for Business or designee will submit a list to the principals containing company names for acceptable public carriers (railroad, ferry, bus). This submission is due by September 10 of each year. Exceptions are to be approved only by the Assistant Superintendent for Business or designee.

G. Minimum supervision by adults known to the principal will consist of the following:

Grades (PreK-K) - 1 adult for every 6-8 children

Grades (1-2) - 1 adult for every 10-15 children

Grades 3-12 - 1 teacher for each class

NOTE: Additional supervision may be necessary depending upon the nature of the trip.

H. Adults listed as supervisors or chaperones must ride the bus or train or ferry to and from the destination with the student passengers. Adults not traveling with the students may not be counted to meet the minimum number of chaperones required in item G above.

I. From among the teachers accompanying the students on a field trip, one will be designated as the lead chaperone. This teacher is expected to be well qualified and knowledgeable about district policies and regulations. The principal of the school sponsoring the field trip will meet with the lead chaperone to ascertain familiarity with regulations, emergency procedures, and the site to be visited.

Administrative Regulations (Continued)
Field Trips (Continued)

J. The teacher responsible for a field trip will confirm that each child has received prior written permission from the parent to participate in the field trip. The following form will be available in each school and is to be completed by the parent of each student taking the trip:

PATCHOGUE-MEDFORD SCHOOLS

School Building_____

Teacher_____

Pupil's Name_____
I hereby grant permission for the above student to participate in the trip to _____

_____ on
(Date)

Place of departure and return_____
Time of departure_____

Estimated time of return_____

Approximate cost of trip_____

I understand that money paid for this trip may not be returned if the trip is canceled due to an emergency, and the school district is not fully reimbursed by companies involved.

_____ _____
Telephone number to be called in emergency. (Please note time of trip.) Signature of Parent or Guardian

_____
(Date)

K. Collection and distribution of fees connected with the field trip will be handled according to acceptable procedures outlined by the Assistant Superintendent for Business or designee. The money will be placed on deposit with the principal and disbursed to the teacher on the day the trip is to be taken or upon receipt of appropriate invoices.

Administrative Regulations (Continued)
Field Trips (Continued)

L. A limited amount of money may be taken by the pupil on field trips for spending on souvenirs and luncheon (if luncheon is necessary). Money for these purposes will be thoroughly discussed in class by pupils and teachers before the field trip is taken and parents will be notified of the guidelines. Again, to ensure total participation and to avoid embarrassment, no minimum or maximum amounts should be specified, but guides should be established.

M. Participant Attendance Accounting

On forms provided by the school district (a supply will be maintained in each principal's office), the lead chaperone for each bus, ferry, or train car will maintain an accounting of attendance. The forms will contain a listing of passengers by name and telephone number. The telephone number to be listed on the form should be the number where the parent may be reached during the time of the trip. If the trip takes place during work hours, it is preferable to list a business phone. If the trip is not during work hours or extends beyond work hours, the home telephone number should be listed.

It will be expected that attendance counts will be taken twice:

1. Outbound - before the bus leaves for the destination.
2. Inbound - before the bus leaves for the school.

Additional attendance counts will be taken on each occasion during the trip when passengers change the mode of public transportation.

Photocopies of the attendance listings taken on the trip by each lead chaperone will be left with the building principal.

In time of emergency an administrator acting in charge of affairs will have the certainty of knowing that a roster of the trip participants may be obtained by going to the principal's office.

Administrative Regulations (Continued)
Field Trips (Continued)

Trips Involving Students Excused From Physical Education Or Who Receive Special Transportation Due to a Disability

Students who have a medical excuse from participation in physical education and students who receive special transportation due to a disability will be allowed to attend field trips under certain conditions. Administrators should review Board of Education Field Trip Policy #6153, Page 2, Number 6 (A), (B) and (C).

Recreational Trips

From time to time trips which can be classified only as recreational in nature may be deemed appropriate by the school principal. When such an instance arises, the principal will observe the rules which apply to educational field trips.

The following additional rules will apply to recreational trips:

1. Application for approval will be made to the assistant superintendent for curriculum and instruction.

2. Recreational trips may not be taken during school hours.

3. Recreational trips will be taken only on those days which are followed by a weekend, holiday, or vacation.

Athletics

The secondary schools of the district participate in a complex schedule of competitions with other schools. The director of athletics will schedule all transportation for athletic teams for the entire season of competition. Athletic competition during the season are not considered field trips.

Trips Requiring Board of Education Authorization

Trips to be taken for more than one day, where one or more nights must be spent away from home, require separate regulations. For such trips a meeting involving the assistant superintendent for curriculum and instruction, and the principal will be held for planning purposes. Special conditions will be established for such trips and will include obtaining a resolution of authorization by the Board of Education.

Administrative Regulations (Continued)
Field Trips (Continued)
Trips Requiring Board of Education Authorization (Continued)

In addition to trips requiring overnight stay, Board of Education authorization is required for all trips outside of New York City and sanctioned trips that result in missed classes. (Notification of trips requiring Board of Education authorization must be submitted two months in advance.)

Trips for Contests, Competitions and Music Festivals

Student travel in relation to participation in contests, competitions and music festivals should comply with the guidelines issued by the National Committee on Contests and Activities of the National Association of Secondary School Principals (NASSP National Advisory list of Contests and Activities).

Response In Emergency

When a principal or any other administrator is called by police to be informed that a bus accident or other serious emergency has occurred, the principal will observe the following procedure:

1. Telephone the superintendent of schools, or the assistant superintendent or other district office administrator standing duty.

2. Only after reaching a district administrator, go directly to the school office. (The school office will serve as the command post and should be the first place occupied by an administrator.) The principal should not go to hospital emergency rooms.

   Upon arrival at the school office, the principal will assemble appropriate attendance documents (which should be on top of the desk) and await further instructions. Keep a line free for incoming calls.

3. The superintendent of schools, assistant superintendent, or district office administrator standing duty will take the following action:

   a. Call assistant principals or other staff and send them to hospital emergency rooms.

Administrative Regulations (Continued)
Field Trips (Continued)
Response in Emergency (Continued)
3. (Continued)

b. Telephone other school administrators or staff who may reside near a hospital to go to the emergency room.

c. Telephone appropriate other principals or staff to go to the aid of the principal who has established a command post at the school.

d. Telephone appropriate other administrators or staff to report to the scene of the accident.

e. Telephone the president of the Board of Education to advise of conditions and to suggest where assistance is needed if the president is able to offer it.

f. Call an appropriate secretary to report to the principal's office.

g. After the above-mentioned calls have been made, report to the principal's office.

h. Authorize the system and the message of instruction to be telephoned to the persons in parental authority.

4. Assistant principals or other staff reporting to the emergency room of a hospital are to call the principal's office at the school to open a line of communication. Give the principal a telephone number of a lobby pay phone or other phone where constant communication may be maintained between the principal and the hospital. The assistant principal at the hospital should obtain the participant attendance rosters so that comparison with the principal's may begin as soon as telephone contact is opened. While at the hospital, the chief functions of duty are:

a. Keep an open line of communication with the principal's office.

b. Maintain an accurate listing of passenger patients.

Administrative Regulations (Continued)
Field Trips (Continued)
Response in Emergency (Continued)
4. (Continued)

c. Arrange for accurate information to be received by parents.

d. Upon completion of duties, bring to the principal's office all appropriate details.

5. Persons reporting to the scene of the accident should remain at the scene until all vehicles and persons have been safely removed. The persons should then report to the principal's office for further instructions. If more than one school official arrives at the scene, one of the persons should maintain a telephone communication with the principal's office. (Go to a nearby home and make a collect call.)

   If it is reasonable, the property of the passengers or of the school district should be collected prior to the act of having the vehicle towed away.

6. Action will be taken to employ district vehicles equipped with 2-way radios. The first such available vehicle will be located at the scene of the accident; the second in the immediate vicinity of the principal's command post; the third at a mid-point between the scene of the accident and the principal's command post to boost the volume of communications if a long distance is encountered; others, if available, may be dispatched to the immediate vicinity of the hospital emergency room(s).

   If the vehicle operated by the superintendent of schools becomes involved in the communications system, the superintendent of schools will determine which post is most appropriate to assume.

7. The principal will create a log for the location of all students who are delivered to various points in time of emergency. The log will include notations for the release of students in the custody of parents or the release of students in the custody of a responsible adult who has been assigned to take the student home.

8. When the emergency has passed (the accident scene has been cleared; emergency room activities have ceased), all staff should report to the principal's office to be debriefed.

Administrative Regulations (Continued)
Field Trips (Continued)
Response in Emergency (Continued)

9. Within one week after an accident has taken place, the principal will hold a meeting with all who responded to the call for help to determine what modifications, if any, should be made in these regulations.

Administrative Regulations Revised:
July 2003
Regulations Revised:
January 2004
Regulations Revised:
October 24, 2016
Regulations Revised:
March 21, 2022
Regulations Revised:
October 23, 2023
Regulations Reviewed:
October 28, 2024

HOMEWORK POLICY

Homework provides opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Teachers are cautioned to avoid overloading students with excessively lengthy homework assignments or with overly brief and empty assignments. A teacher issuing a homework assignment should take into account the prevailing conditions that affect successful completion: the student's health, home environment, non-school responsibilities, assignment deadlines for other teachers, and special observances and events related to the academic calendar. Planning homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

Homework is defined as:

- Assignments that are a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
- Assignments that help children learn by providing practice in the mastery of skills.
- Experience in data gathering and integration of knowledge
- An opportunity to remediate learning problems.
- Assignments that help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.

Homework shall be assigned according to these guidelines:

1. The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the grade given for the homework is dependent on the student's performance.
2. Weekends and holiday periods are to be free of homework. Weekend and holiday periods can be utilized when completing long-range assignments. A long-range assignment is defined as an assignment that students have five (5) or more school days to complete.
3. No single homework assignment should exceed 20 minutes per class at the secondary level. AP courses may, at the discretion of the teacher, exceed 20 minutes based on the scope and sequence of the course.
4. Students in grades 1-12 will only be assigned homework four (4) nights per week.
5. Students in grades 1-5 shall have no more than twenty (20) minutes of homework a night. This does not include independent reading.
6. Students in Kindergarten should be assigned no more than (10) minutes of homework not to exceed three (3) nights per week. Teachers are encouraged to focus primarily on reading and keeping assignments simple and engaging.
7. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly checked and reviewed in class with students.
8. Homework may not be assigned for punitive reasons.
9. Regulate the distribution of homework and test schedules to avoid simultaneous or excessive demands of the students.
10. "Homework grades" refers to completion or effort toward completion of the homework assigned, not a numerical grade assigned to the homework. The weighted percentage for homework when calculating a child's quarterly average will be determined by the criteria outlined in Board of Education Policy 5132.

Homework Policy (Continued)

11. Students who are absent from school for a full day the day an assignment is given will have two days for each day out to make up all homework without penalty if the absence was an excused absence and one day to make up all homework without penalty if it was an unexcused absence (lessons, appointments during periods and trips do not constitute absence – students must get the assigned homework that day from a classmate, district approved student learning management system or the teacher).
12. If a student was present the day an assignment was given, but is absent on subsequent days, that assignment should be turned in on the first day the student returns to school.
13. Each department at the Middle School/High School must establish criteria for what type of assignments will be defined as homework.
14. Each department at the high school and middle level must establish a Departmental Homework Policy adhering to #1-6 above. This policy must be posted on the district website under the appropriate department, handed out, reviewed with all students in the first week of school, distributed, and discussed at Back-to-School Nights.

The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

Policy Adopted:
May 18, 1987
Policy Revised:
December 16, 1991
Policy Revised:
August 24, 1992
Policy Revised:
August 26, 2013
Policy Revised:
March 18, 2019
Policy Revised:
June 24, 2024
Policy Revised:
June 23, 2025

PARENTAL PERMISSION FOR SENSITIVE HEALTH EDUCATION INSTRUCTION

Understanding that some health education topics relate to sensitive issues, the Board of Education respects the rights of parents to decide whether or not their children will be excused from instruction under certain conditions. Parents are to be notified in writing by the school principal before sensitive health instruction is delivered.

The notification should be timely, to allow parents an adequate amount of time to review instructional materials, or meet/communicate with the teacher. An information letter will be sent out to parents at least two weeks in advance of the lesson. Ample time to collect permission slips is to be allowed.

The notification is to be specific because parents need to know what topical issues will be taught and the types of instructional activities to be encountered. For many parents, the notification will be their only acquaintance with the lesson. It should communicate respect for family values in addition to promoting health education.

The school principal, in collaboration with the Director of Health Education, is responsible for parent notifications and for parental responses. The principals' letter shall indicate that parents have the right to excuse their children from receiving the health education unit(s). It will further indicate that if the parental permission form is not received, their children will receive the instruction as outlined. Excused students are to receive alternative instruction in health education. A master list of all students excused from the health education unit(s) will be kept on file at each building.

Policy Adopted:
August 27, 1990

Policy Revised:
December 16, 1991

Policy Revised:
March 21, 2022

Administrative Regulations

PARENTAL PERMISSION FOR SENSITIVE HEALTH EDUCATION INSTRUCTION

The following serve as examples of correspondence with parents.

SAMPLE LETTERS

Dear Parent or Guardian:

For many years, the Patchogue-Medford School District has provided instruction on Human Growth and Development to the students enrolled in the seventh-grade health education course. This highly successful maturation lesson is designed to prepare the students for the physical, emotional, and social changes that occur during adolescence. The lesson is scheduled to take place on (*DATE*) for students enrolled in Health Education classes.

The health education course also includes a lesson on HIV/AIDS. This program provides accurate, age-appropriate lessons on the nature, transmission, and prevention of this disease. The prevention portion of this unit stresses abstinence as the most effective and appropriate premarital protection against HIV/AIDS.

All children will participate in the maturation lesson and HIV/AIDS lesson, unless otherwise informed by the child's parent or guardian. If you DO NOT want your child to participate it is necessary that you complete the attached form and have your child return it to the Health teacher by (*DATE*). If we do not receive a form from you, we will assume this means you grant authorization, and your child will receive the health instruction as outlined. An alternate health education activity will be arranged for those students who do not have parental permission to participate in the maturation lesson, and whose parents have agreed to provide this instruction at home.

If you have any questions about the maturation lesson, or any aspect of the health education program, please contact your child's health teacher.

Sincerely,

Principal
Director of Health

Parental Permission for Sensitive Health Education Instruction Administrative Regulations (Continued)

Dear Parent or Guardian:

The district's HIV/AIDS curriculum for grade 4 has been successfully implemented over the years in accordance with guidelines provided by the New York State Education Department. This curriculum promotes positive health behaviors, refusal and safety skills, self-esteem and respect for privacy. It stresses abstinence as the most appropriate and effective premarital protection against HIV/AIDS.

New York State law requires school districts to provide accurate, age-appropriate information to pupils concerning the nature of HIV/AIDS, the methods of HIV transmission and the methods of prevention of this disease. Parents have the right to remove their children from the prevention lesson of this program, provided that they submit a written request to the school principal with an assurance that the pupil will receive such instruction at home. The attached letter may be used for this purpose. It should be noted that the only methods of prevention taught in grades 4 through 6 are abstinence from illicit drug use (grade 4) and abstinence from close relations (grades 5 and 6). In grade 4, the HIV/AIDS lessons will be taught by a certified health teacher and will begin in December and run through March, as per your child's elementary health schedule. Should you wish to review the materials that will be discussed, please feel free to contact your building principal.

All children will participate in the HIV/AIDS lessons, unless otherwise informed by the child's parent or guardian. If you DO NOT want your child to participate it is necessary that you complete the attached form and have your child return it to the classroom teacher by *(DATE).* **If we do not receive a form from you, we will assume this means you grant authorization, and your child will receive the health instruction as outlined.** An alternate health education activity will be arranged for those students who do not have parental permission to participate in the maturation lesson, and whose parents have agreed to provide this instruction at home.

Thank you for your continued support of our educational programs.

Sincerely,

Principal

Parental Permission for Sensitive Health Education Instruction Administrative Regulations (Continued)

Dear Parent/Guardian:

As in the past, Patchogue-Medford High School has offered the highly successful Family Life, Human Reproduction, and Sexually Transmitted Diseases units in its health classes. These units are designed to provide students with information that will encourage thoughtful and responsible behavior. I am pleased to inform you that as part of the health education course this instruction will be offered for the health students. As you read the enclosed outline you will see that the classes will cover a variety of topics. The health education teacher will respond to questions raised by the students.

If you **DO NOT** want your child to participate in the Family Life, HIV/Aids Prevention and the contraception portion of the Human Reproduction instruction, **it is necessary that you complete the attached form and return to your child's teacher by (*DATE*)**. An alternate health education activity will be arranged for those students who do not have permission to participate in these health topics.

Should you have any questions, please do not hesitate to contact your child's health teacher.

Thank you for your continued support of our educational programs.

Sincerely,

Principal
Director of Health

Parental Permission for Sensitive Health Education Instruction Administrative Regulations (Continued)

SAMPLE RESPONSE FORM

Attachment

Name of Student: _____

Teacher: _____

Dear Principal:

I have received the letter from (name of Director of Health Education and/or Principal) offering my child the opportunity to participate in the (name of the unit/lesson being covered) during the assigned health education class. This instruction is scheduled to take place on (date) for students enrolled in the health education classes.

Maturation Unit(s)

_____ I **DO NOT** give permission for my child to participation in the Maturation Unit. I will provide my child with that instruction at home and understand that child will be assessed on his/her knowledge of this material. I request that an alternate health education activity be offered to my child during the time the other students are participating in the Maturation Unit.

HIV/AIDS PREVENTION LESSON

_____ I **DO NOT** give permission for my child to participate in the HIV/AIDS Prevention lesson. I will provide my child with that instruction at home, and understand that my child will be assessed on his/her knowledge of this material. I request that an alternate health education activity be offered to my child during the time the other
students are participating in the HIV/AIDS Unit.

Sincerely,

_____ _____
Signature of Parent or Guardian Date

Please have your child return to (insert name) no later than (Date)

Parental Permission for Sensitive Health Education Instruction Administrative Regulations (Continued)

Regulations Adopted:
August 27, 1990

Regulations Revised:
December 16, 1991

Regulations Revised:
March 21, 2022

PARENT AND FAMILY ENGAGEMENT

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

Title I Parent and Family Engagement – District Level Policy

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

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

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

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

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

District and school level Title I parent and family engagement programs, activities and procedures will, to the extent practicable, provide full opportunities for the informed participation of parents and family members (including those who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).

Parent and Family Engagement (Continued)
Title I Parent and Family Engagement – District Level Policy (Continued)

As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

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

Parent and family member participation in development of district wide Title I plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent and family member involvement in the development of the district wide Title I plan:

- hold meetings at flexible times and/or in highly accessible places (such as, but not limited to, the school library and cafeteria).
- survey parents by phone, mail, or e-mail.

Development of school level parent and family engagement approaches

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

- hold meetings at flexible times and/or in highly accessible places (such as, but not limited to, the school library and cafeteria).
- survey parents by phone, mail, or e-mail.
- conduct meaningful consultations with employers, business leaders, or individuals with expertise in effectively engaging parents and family members in education.

Building capacity for parental involvement

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

1. Assist parents in understanding such topics as the state's academic content, challenging academic standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

Parent and Family Engagement (Continued)
Building capacity for parental involvement (Continued)

- conduct curriculum based workshops.
- conduct parent-teacher conferences and bilingual information nights.
- distribute training materials, and/or train parents to help other parents understand the role they can play in helping their child.

2. Provide materials and training to help parents work to improve their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the district and its Title I schools will:

   - provide literacy programs/workshops that bond families around reading and using the public library.
   - provide information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher.
   - provide information or training in the use of the Internet to enable families to access their children's homework; communicate with teachers; and review information posted about schools and other opportunities to promote student achievement.

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:

   - reach out to, communicate with, and work with parents as equal partners;
   - implement and coordinate parent programs; and
   - build ties between parents and the schools

   To achieve this objective, the district and its Title I schools will:

   - building principals will involve parents in developing this training, in order to improve its effectiveness. Surveys will be developed and distributed to parents for feedback.

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

Parent and Family Engagement (Continued)

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children. It will do this by:

- conducting workshops for parents
- developing resource centers or partnering with outside agencies

Review of district wide parent and family engagement policy

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

- have families complete an end of year Parent Involvement Survey at each Title I building. The survey will be available in multiple languages so all families have the ability to participate. Bilingual teachers and support staff will also be available for translation should a family member require assistance in completing the survey.
- Survey results will be reviewed by each building principal and shared with the Title I Coordinator.

Cross-ref: 4010, Equivalence in Instruction

Ref: 20 USC §§6318(a)(2); 7801(38), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)
U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance,* April 23, 2004

Policy Adopted:
April 28, 2003
Revised:
March 19, 2007
Revised:
September 25, 2017

Parent and Family Engagement (Continued)

Reviewed:
December 20, 2021
Reviewed:
June 27, 2022
Reviewed:
October 28, 2024

Title I Parent and Family Engagement – School Level Approach

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

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy.

Student Academic Achievement School-Parent Compact

School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the (*insert school year*) school year:

School Responsibilities

The school will:

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

Parents' Responsibilities

We as parents, will support our children's learning in the following ways:

- *Monitor my child's attendance;*
- *Make sure that homework is completed*
- *Limit amount of television my child watches;*
- Volunteer in my child's school;
- Participate, as appropriate, in decisions regarding my children's education;
- Promote positive use of my child's extracurricular time; and
- Stay informed about my child's education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school and
- Give to my parents all notices and information received by me from my school every day.

_____	_____	_____
School	Parent	Student
_____	_____	_____
Date	Date	Date

PHOTOCOPYING OF COPYRIGHTED MATERIALS FOR CLASSROOM USE

The subject of photocopying for classroom purposes is of significant concern. Specific issues include when photocopying may be done without the consent of the copyright owner; when and how permission to photocopy should be obtained; how exposure to liability may be reduced; and under what circumstances the district will defend employees against claims of copyright infringement arising out of photocopying for classroom use. To assist employees in resolving these issues and to facilitate compliance with the copyright laws, the Board of Education adheres to the following:

A. The principles of the copyright law are designed to promote the creation, publication and use of works of the intellect. These principles include both the exclusive rights of the copyright owners to determine certain uses of their works (in not-for-profit as well as commercial contexts), and certain exceptions including the doctrine of "fair-use." These precepts are in the mutual interest of the school district, author, publisher and the public.

B. Under the copyright laws, certain photocopying of copyrighted works for educational purposes may take place without the permission of the copyright owner under the doctrine of "fair-use" (presently set forth in Section 107 of the Federal Copyright Act.) this principle is subject to limitations, but neither the statute nor judicial decisions give specific practical guidance on what photocopying falls within fair use. To achieve for staff greater certainty of procedure, to reduce risks of infringement or allegations thereof, and to maintain a desirable flexibility to accommodate specific needs, this policy has been adopted by the Board of Education. If employees experience any problems or have suggestions, they are asked to communicate them to the superintendent of schools.

1. The guidelines set forth in Appendix I are to be used by staff members to determine whether or not the prior permission of the copyright owner is to be sought for photocopying for classroom use.

   If the proposed photocopying is not permitted under the guidelines in Appendix I, permission to copy is to be sought. An explanation of how permissions may be sought and a procedure for furnishing to the administration information concerning the responses by copyright owners to requests for permission is set forth in Appendix II. After permission has been sought, copying should be undertaken only if permission has been granted, and in accordance with the terms of the permission, except as provided in the next paragraph.

Photocopying of Copyrighted Materials
For Classroom Use (Continued)

2. The doctrine of "fair use" permits specific photocopying in certain situations, within limitations, beyond those specified in the guidelines or those that might be agreed to by the copyright owner. In order to preserve the ability of individual staff members to utilize the doctrine of fair use in appropriate circumstances without incurring the risk of having personally to defend an action by a copyright owner who may disagree as to the limits of fair use, a staff member who has sought permission to photocopy and has not received such permission (or has received permission contingent upon conditions that the staff member considers inappropriate) may request a review of the matter by the superintendent of schools.

   If upon review, the superintendent of schools determines that some or all of the proposed photocopying is permitted by the copyright law, the superintendent of schools will so advise the staff member. In that event, should any such photocopying by the staff member thereafter give rise to a claim of copyright infringement, the district will defend and indemnify the staff member against any such claim.

3. In the absence of the termination and advice by the superintendent of schools referred to in Paragraph B, or in the event that permission has not been requested by the staff member as provided in Paragraph A, no defense or indemnification by the district will be provided to a staff member whose photocopying gives rise to a claim of copyright infringement.

4. Materials to be photocopied are to be sent to the machine operator with a header sheet containing certification that the materials comply with the Board of Education policy or that the publisher has given permission in accordance with Board of Education policy requirements. (See Appendix III.)

Policy Adopted:
November 21, 1983
Policy Revised:
March 18, 1985
Policy Revised:
December 16, 1991
Policy Reviewed:
March 21, 2022

APPENDIX I

GUIDELINES

The guidelines contained in this Appendix were negotiated by schools, authors and publishing representatives in 1976 and were incorporated in the House of Representatives' report accompanying the Copyright Act of 1976. The introductory explanation of the guidelines in the House Report describes their relationship to the doctrine of fair use as follows:

> Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions
>
> With Respect to Books and Periodicals
>
> The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and, conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.
>
> Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are state in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at the teacher's individual request for the teacher's scholarly research or use in teaching or preparation to teach class:

A. A chapter from a book;

B. An article from a periodical or newspaper;

C. A short story, short essay or short poem, whether or not from a collective work;

D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

Appendix I (Continued)
Guidelines (Continued)

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

A. The copying meets the test of brevity and spontaneity as defined below; and

B. Meets the cumulative effect test as defined below; and

C. Each copy includes a notice of copyright.

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "i" and "ii" may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an

Appendix I (Continued)
Guidelines (Continued)
II. Multiple Copies of Classroom Use (Continued)
C. (iv) (Continued)

excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teachers, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or

Appendix I (Continued)
Guidelines (Continued)
III. Prohibitions as to I and II Above (Continued)
A. (Continued)

substitution may occur whether copies of various works or excepts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

(i) Substitute for the purchase of books, publishers' reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed:
March 19, 1976
Ad Hoc Committee on Copyright Law Revision:
By Sheldon Elliot Steinbach

Author-Publisher Group:
Authors League of America:
By Irwin Karp, Counsel

Association of American Publishers, Inc.:
By Alexander C. Hoffman
Chairman, Copyright Committee

APPENDIX II

PERMISSIONS

A. How to Obtain Permission

When a proposed use of photocopied material requires a staff member to request permission, communication of complete and accurate information to the copyright owner will facilitate the request. The Association of American Publishers suggests that the following information be included to expedite the process.

1. Title, author and/or editor and edition of materials to be duplicated.

2. Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material.

3. Number of copies to be made.

4. Use to be made of duplicated materials.

5. Form of distribution (classroom, newsletter, etc.)

6. Whether or not the material is to be sold.

7. Type of reprint (ditto, photocopy, offset, typeset).

The request should be sent*, together with a self-addressed return envelope, to the permissions department of the publisher in question. If the address of the publisher does not appear at the front of the material, it may be obtained from The Literary Marketplace (for books) or Ulrich's International Periodicals (for journals), both published by the R.R. Bowker Company. For purposes of proof an to define the scope of the permission, it is important that the permission be in writing.

The process of considering permission requests requires time for the publisher to check the status and ownership of rights and related matters and to evaluate the request.

* Copy of sample letter is attached to these guidelines.

Appendix II (Continued)
Permissions (Continued)
A. How to Obtain Permission (Continued)

It is advisable, therefore, to allow sufficient lead time. In some instances the publisher may assess a fee for permission, which may be passed on to students who receive copies of the photocopied material.

B. Gathering Data on Responses to Requests for Permission to Photocopy

In order to help assess the effect of this policy statement upon the staff, it will be useful for the administration to compile data on responses to copyright owners. Each member of the staff is therefore requested to forward a dated copy of each request for permission and a dated copy of each response to the superintendent of schools.

The following is a sample letter to a copyright owner (usually a publisher) requesting permission to copy:

Material Permissions Department
Hypothetical Book Company
500 East Avenue
Chicago, IL 60601

Dear Sir/Madam:

I request permission to copy the following for use in my class next semester:

Title: Knowledge of Good, Second Edition
Copyright: Hypothetical Book Co., 1965, 1971
Author: Frances Jones

Material to be duplicated: Chapter 10 (photocopy enclosed)

Number of copies: 50

Distribution: The material will be distributed to students in my class and they will pay only the cost of the photocopying.

Type of reprint: Photocopy

Use: The chapter will be used as supplementary teaching materials.

I have enclosed a self-addressed envelope for your convenience when replying to this request.

Sincerely,

Staff Member

APPENDIX III

I certify that this request complies with Board of Education policy regarding copyright guidelines.

_____
Signature

This request requires the written permission of the publisher. I certify that the attached copy of authorization is in compliance with Board of Education policy regarding copyright guidelines.

_____
Signature

Policy Adopted:
November 21, 1983

Policy Revised:
March 18, 1985

Policy Revised:
December 16, 1991

Policy Reviewed:
March 21, 2022

DISTRIBUTION OF MUSICAL INSTRUMENTS

The policy for the Distribution of Musical Instruments has been written on the basis of current practices of the Patchogue-Medford School District and a review of similar policies in eight school districts within BOCES 2. This policy does not deviate from the district's history of distributing musical instruments and will formalize the district's procedure as it relates to students using district-owned instruments.

1. Students are responsible for providing, at their own cost, the smaller instruments used in our district-wide music program. These instruments include, but are not limited to:

   alto saxophone
   clarinet
   drum pad and sticks
   flute
   trombone
   trumpet
   viola
   violin

2. The school district will provide, when possible, at no charge, the larger instruments and those instruments that are needed for balanced instrumentation. A list of the instruments to be provided by the district will be kept on file in the office of the Director of Art, Music, and Cultural Arts and will be revised annually as balanced instrumentation needs change.

3. A "School District Instrument and Accessories Usage Agreement," which holds parents financially responsible for the care and safety of district-owned instruments, is to be kept on file for each student who uses a district-owned instrument. Each usage agreement form shall bear the signature of the student's parent or legal guardian. A copy of the "School District Instrument and Accessories Usage Agreement" is included as part of this policy.

4. Where financial need is determined, according to district criteria, instruments will be provided by the district, when possible, at no cost to the student.

5. When a student plays a non-transportable instrument, the district will make every effort to provide the student with an instrument to use in school and another for home practice. These instruments include, but are not limited to:

   baritone horn/euphonium
   cello
   French horn
   string bass
   tuba
   baritone saxophone

Policy Adopted: February 22, 1993
Revised: August 27, 2018

Office of Art, Music & Cultural Arts
181 Buffalo Avenue
Medford, New York 11763
Telephone (631) 687-6413 Fax (631) 687-6598

INSTRUMENT AND ACCESSORIES USAGE AGREEMENT

The Board of Education of the Patchogue-Medford School District has a policy which governs student use of district-owned equipment. Under this policy, the parent or guardian of any student who uses district-owned equipment is responsible for the care and safety of the equipment.

Please read all parts of this document and return the completed form to your child's music teacher.

School Building:	Teacher:
Instrument:	Manufacturer:
Serial #:	Replacement Cost:
Condition of Instrument: □ New □ Like-New Condition □ Good Working Condition	
Visible Damage:	
Accessories Included with Instrument: □ Case □ Mouthpiece □ Ligature □ Neck/Seat Strap □ Bow	

I, the undersigned, attest that I have read this document in its entirety and understand and acknowledge its terms and conditions. Accordingly, I agree to be responsible for the proper use and care of the instrument and accessories described. I agree to return the instrument and accessories in complete working condition when requested by the school teacher or school official. I understand that no person other than my child is to use the equipment.

I agree to pay the full amount of repair for any damage that is caused by carelessness, negligence or accident. I further agree to be responsible for the full replacement cost of the equipment, or any part thereof, in the event of its loss and/or damage. I further recognize that the school district is relying upon the acknowledgements and promises I am making in issuing district owned equipment to my child.

Student's Full Name (please print):	Parent/Guardian Full Name (please print):
Telephone Number:	Parent/Guardian Signature:
Date (mm/dd/yyyy):	Teacher Signature:

White Copy	Yellow Copy	Pink Copy
Send to District Music Office	Give to Parent/Guardian	Teacher Records

SCHOOL LIBRARY MATERIAL
SELECTION AND CIRCULATION

School libraries play a crucial role in empowering diverse populations for full participation in a democratic society. The district's efforts to include diversity in programs, activities and professional literature must be ongoing and encouraged.

The school library collection should support the curriculum of the school as described in the state and the local courses of study and should reflect the personal and professional reading interests and needs of our diverse population.

The library collection will be developed systematically so that it is well-rounded in representation of subject matter, type of material, reading ability levels, and variety of content and families' home languages. The intention of our collections and resources will be community centered and consistent with representation of a diverse population. Each subject area will be developed concurrently; the amount of material to be added in a particular subject will be determined by the need and the amount of use. Purchase orders will be reviewed and approved by the Director of Library Media Services.

Criteria Standards for Selection
Subsection 6163.1

Material to be included in the library collection will be selected by the school librarian. However, the final decision for acquisition will be the responsibility of the Director of Library Media Services.

Criteria for Selection of Materials:

1. Quality and intended audience
2. Artistic, scholarly, or cultural value
3. Community needs and interests

Evaluation Methods

- Quantitative data: circulation numbers, downloads, website visits
- Community feedback and engagement
- Faculty and pupil feedback and engagement
- Usage patterns and demand

Core Selection Guidelines Staff may consider:

1. Public demand and community needs
2. Current relevance or lasting value
3. Critical reception and public response
4. Creator/publisher credibility
5. Local community demographics and languages
6. The timeliness of the information
7. Fit within existing collection
8. Diversity of viewpoints

School Library Material Selection and Circulation (Continued)
Criteria Standards for Selection
Subsection 6163.1 (Continued)

9. Historical or cultural authenticity
10. Digital format accessibility (when applicable)
11. Format durability for library use

All material ordered will become part of the collection so that it may be catalogued properly and accessible to all who use the library.

To maintain quality standards, the Library Media Specialists will purchase materials from district approved vendors.

Diversity Audits

A diversity audit is an inventory of a collection to determine the amount of diversity within the collection. It is a way of analyzing collected data to make sure that the district includes a wide variety of points of view, experiences and representations within a collection. The district will provide a well-balanced collection that can reflect a reader's experience and can allow readers to experience different experiences and points of view. The district will conduct two types of Equity Audits:

1. An overall collection audit, which should be done every three years.
2. A book order audit, which should be done on each book order before submitting them for purchase. New acquisitions will work to continue to build inclusive collections. A minimum of 25% of new materials will be dedicated to works that present positive role models from diverse populations.

Equity Audits will monitor the balance of representation in the physical environment of each school library. The inclusive experience of the library should be demonstrated in book selections, displays, book club selections, suggested summer reading lists, book talks, library webpages, and library programming.

In addition to maintaining its existing collection, the district will consider the following types of diversity in their collection development:

1. Diverse Representation
   - Indigenous/Native American representation
   - Asian representation
   - People of Color
   - LatinX representation
2. Refugees and new immigrants
3. Gender roles/Gender bias/Nonbinary

School Library Material Selection and Circulation (Continued)
Diversity Audits (Continued)

4. GLBTQAI+
   - Gay
   - Lesbian
   - Bisexual
   - Transgender
   - Asexuality
   - Intersex or Pansexuality
5. Family structures
   - Same sex parents
   - Interracial families
   - Blended/Step-families
6. Adoption and foster care
7. Homeless or without stable accommodation
8. Socio economic diversity/Poverty
9. Disability
   - Disfigurement
   - Impaired hearing
   - Impaired sight or sight loss
   - Limb loss
   - Use of aids
10. Neurological challenges
    - Autism
    - ADHD
11. Mental health/Illness
12. Children with allergies and food intolerances
13. Children with complex health concerns such as cancer, terminal illness, etc.
14. Culture and Religion
15. Body Diversity/Acceptance

Weeding and Discarding of Obsolete Materials
Subsection 6163.2

Ongoing evaluation and review of Library materials is necessary to maintain a viable collection that meets the community's needs and interests. This improves the accuracy, reliability and currency of the information in the collection in addition to making room for new items and creating an appealing atmosphere. Physically deteriorated, duplicate, superseded and/or obsolete materials may be replaced or removed from the collection and declared obsolete. Library Media Specialists must follow district obsolete material guidelines.

School Library Material Selection and Circulation (Continued)

Challenged Materials
Subsection 6163.3

Despite the care taken to select valuable materials for student/teacher use and the qualifications the people who select the materials, objections regarding materials will occasionally be made.

If a complaint is made, the library media specialist or building principal will follow the following procedures:

1. Complainant will have an opportunity for an informal conference.

2. If the complainant is not satisfied, they may submit a formal complaint on the prescribed form (*see* APPENDIX A – "Request for Reconsideration of Library Materials Form") to be filed with the Director of Library Media Services.

3. Upon receipt of a written request for reconsideration, the Director will refer it to the Materials Evaluation Committee consisting of the following representatives to be designated by the Superintendent. No representatives will be from the school whose materials are being challenged:

    - A district librarian
    - A school administrator, such as a Principal, Assistant principal, or Academic Director
    - A classroom teacher familiar with the material
    - A Parent of a student enrolled in the District
    - A student, where appropriate

The Committee's written recommendation will be sent to the Principal, the Director of Library Media Services, the Superintendent of Schools, and to the Complainant.

The Director of Library Media Services will make a decision about the continued use of the material after studying the recommendation of the Committee. This decision shall be reduced to writing and filed with the Complainant, the Committee, and the Superintendent. No material shall be permanently removed from use until a final decision has been made.

An appeal of the Director of Library Media Services' decision may be made in writing to the Superintendent. Upon receipt of such an appeal, the Superintendent or designee will consider the written submission and reduce their decision to writing circulating a copy to the parties. If the Complainant is not satisfied with the decision of the Superintendent, they may appeal to the Board of Education by submitting a written request to the District Clerk. The decision of the Board shall be final.

School Library Material Selection and Circulation (Continued)
Challenged Materials
Subsection 6163.3 (Continued)

The time limits for concluding the process of reconsideration of challenged library material shall be as follows:

a. Referral to the Committee
Within 15 school days from the time the Director of Library Media Services received the written complaint.

b. Committee Review and Recommendation
Within 30 school days from the time of receipt of a written notice from the principal.

c. Director of Library Media Services' Review and Decision
15 school days from the time of receipt of the recommendation of the committee.

d. Registration of an Appeal to the Superintendent of Schools
10 calendar days from the time of the publication of the Director of Library Media Services' decision.

e. Decision of the Superintendent of Schools
Within 15 school days after receipt of the appeal.

f. Registration of an Appeal to the Board of Education
10 calendar days from the time of the publication of the Superintendent of Schools' decision.

The time limits for considering a complaint or appeal, or for rendering a decision, may be extended for a reasonable amount of time upon providing reasonable notice to the Complainant.

Temporary Removal of Library Material from Circulation
Subsection 6163.4

The Superintendent of Schools, in consultation with the Assistant Superintendent for Curriculum and Instruction and the Director of Library Media Services, may remove from general circulation any library materials which there is some question of suitability for student use. Such action shall be considered a temporary measure, and the Director of Library Media Services shall be obligated to return the material to general circulation within 30 days unless formally challenged.

School Library Material Selection and Circulation (Continued)
Temporary Removal of Library Material from Circulation
Subsection 6163.4 (Continued)

Library materials which have been formally challenged as stipulated in Subsection 6163.2 of this policy shall be removed from general circulation until such time as all steps in the review and appeal process have been exhausted.

Permanent Removal of Library Material from Circulation
Subsection 6163.5

School library books and other material may be permanently removed from circulation as follows:

a. By a decision rendered by the Director of Library Media Services or Superintendent of Schools as a result of a challenge brought under Subsection 6163.3 of this policy.

b. By the initiative of the Director of Library Media Services for materials not under formal challenge. When the Director of Library Media Services exercises this prerogative, they shall give written notice of 15 school days to the school librarian and to the Superintendent. If during the 15 school days the Director of Library Media Services is served with a formal written complaint, he or she will commence the policy procedure governing challenged materials under Subsection 6163.3 of this policy.

c. By the initiative of the Superintendent of Schools for materials not under formal challenge. When the Superintendent exercises this prerogative, he or she shall give written notice of 15 school days to the school librarian and to the Director of Library Media Services of the school. If during the 15 school days the Superintendent is served with a formal written complaint, he or she will commence the policy procedure governing challenged materials under Subsection 6163.3 of this policy.

d. By the initiative of the Board of Education for materials not under formal challenge, and/or by the initiative of the Board of Education when considering an appeal from the decision of the Superintendent pursuant to the appeal procedure. When the school board takes such action, it shall do so by a resolution duly passed at a legal meeting by a majority of the Board of Education.

School Library Material Selection and Circulation (Continued)

Interlibrary Loan Policy
Subsection 6163.6

I. Definition

An interlibrary loan is a transaction in which library materials or copies of the material or resources are made available by a school library to another library.

II. Purpose

The purpose of interlibrary loan, as defined herein, is to provide access to library resources not available in the user's library.

III. Scope

a. A print or a copy of a print resource may be requested from another library through the school library system.

b. The loan period will be two weeks unless an alternate period is specified by the lending library.

c. The lending library may limit the number of items loaned pertaining to a single subject.

d. The final decision regarding the loan of a resource is left to the discretion of the library media specialist of the lending library.

IV. Copyright Compliance

The current copyright law shall be adhered to at all times.

V. Method of Request

a. Requests will be accepted electronically.

b. All interlibrary loan requests must be submitted by the school Library Media Specialist or designated library staff and should be sent directly to the library media specialist at the lending library.

School Library Material Selection and Circulation (Continued)
Interlibrary Loan Policy
Subsection 6163.6 (Continued)

VI. Responsibilities of the Borrowing Library

a. The borrowing library must verify that material is not available from local collection or from within own district.

b. The borrowing library and its users must comply with conditions established by the lending library and/or the school library system.

c. The borrowing library is responsible for the prompt return of borrowed materials in suitable packaging via the established delivery method.

d. Damage and/or loss of materials must be reported to the lending library as soon as possible.

e. The borrowing library/school district will assume the responsibility of replacing a lost or damaged item.

f. The borrowing library will keep statistical records of all interlibrary loan requests and transactions. Copies of these records will be submitted to the school library system on request.

Library Circulation Policy
Subsection 6163.7

I. General Circulation

a. The goal of the library media center has shifted from the purveyor of materials to one that facilitates students' access to resources and empowers students to analyze and utilize research tools for current and future success.
b. Book circulation by itself, is not the Library Media Specialists priority but in conjunction with the students' and teachers' collaborative projects.
c. Resource circulation is paramount to students' enjoyment and success. Therefore, to ensure access to all resources will be limited as follows:

- Elementary
  - Students in grades K-2 may circulate one book at once in compliance with the lost or damaged resource policy.
  - Students in grades 3-5 may circulate two books at once in compliance with the lost or damaged resource policy.

School Library Material Selection and Circulation (Continued)
Library Circulation Policy
Subsection 6163.7 (Continued)

- Secondary
  - Students may circulate up to three resources at once in compliance with the lost or damaged resource policy.

II. Lost or Damaged Resources

a. Students will receive an overdue notice with the text's replacement cost.
b. If no response is met, a copy will be physically mailed to the student's residence.

c. Student book circulation will be suspended once a threshold of three outstanding resources are out from the library.
d. When replacement funds for lost texts have been made, the appropriated money will be allocated to the appropriate library's periodicals/books budget code to facilitate its replacement.

Policy Adopted:
November 20, 1978
Policy Revised:
May 21, 1979
Policy Revised:
October 19, 1987
Policy Revised:
December 16, 1991
Policy Revised:
October 15, 2018
Policy Revised:
May 24, 2021
Policy Revised:
December 16, 2024

Appendix A

Request for Reconsideration of Library Materials Form

Author, Composer, Artist, etc: _____

Title: _____

Request Initiated by: _____

Telephone: _____ Email: _____

Address: _____

Requester Represents:

_____ Themselves

_____ Organization. Please Name:_____

_____ Other. Please Name:_____

What brought this item to your attention?

Did you read the book in its entirety? ____ YES ____ NO

If not, What sections did you review?

What Concerns you about the book? What do you find objectionable. Please be specific, cite exact parts and explain why you object.

Appendix A (continued)

What actions are you requesting the district to consider?

Do not assign or recommend it to my child. ☐

Withdraw it from use by all students. ☐

In its place, what work would you recommend that would fulfill the purpose this material is being used for in an equivalent manner consistent with Patchogue Medford School District's goals for collection development, including advanced diversity, equity, and inclusion?

_____
Signature of the complainant

_____
Date

APPENDIX B

MATERIALS EVALUATION REPORT

Materials Evaluation Committee's decision and comments: (include statements from majority and minority positions as applicable)

The following materials will be : _____ Reshelved _____Removed

Description of challenged material: (type of material, author, title, publisher, copyright, producer, etc.)

Justification for inclusion of material (include theme and purpose)

Professional reviewers' evaluation of material: (include copies of reviews indicating the source)

Copies sent to:

Superintendent_____
Assistant Superintendent of Curriculum & Instruction_____
Director_____
Principal_____
Librarian/Teacher_____
Complainant _____

COUNSELING AND GUIDANCE PROGRAMS

The Board of Education will provide school counseling services and programs for students beginning in Grade 6. The services will consist of programs and activities developed and coordinated by teachers certified by the New York State Commissioner of Education.

School counseling services exist to support students and staff in the pursuit of academic achievement, their career aspirations and their personal development. Parents and school district staff members will be encouraged to be knowledgeable of the services and to use them to assist in the development of students. In general, the Board expects counseling and guidance staff to:

1. Foster a welcoming environment and encourage positive connections with students.
2. Maintain appropriate professional boundaries with students.
3. Work with students and their families to resolve concerns whenever possible and appropriate.
4. Educate students as appropriate of the responsibilities staff have for reporting incidents.
5. Use their professional judgement, in consultation with administrators and/or the school attorney where appropriate, while observing legal mandatory reporting obligations.

School Counseling/Guidance Program

The district's counseling/guidance program shall, for all students in grades K-12, ensure access to a certified school counselor, prepare students to participate effectively in their current and future educational programs, and address college and career readiness and academic and social/emotional standards. The program shall include the following:

1. For students in grades K-5, the program shall be designed by appropriate school personnel in coordination with the teaching staff and appropriate pupil personnel service providers to prepare students to participate effectively in their educational programs, providing college and career information, assisting students with challenges to academic success, such as attendance or behavioral concerns, and making referrals to appropriate professionals for more targeted supports;
2. For students in grades 6-12, certified school counselors shall provide annual individual progress review plans, reflecting each student's educational progress and career plans, and, for students with disabilities, consistent with their individualized education programs;
3. Core curriculum instruction by certified school counselors to address student college and career readiness, academic skills, and social/emotional development;
4. The program shall incorporate guidance on the college application process and shall address issues including but not limited to academics, athletics, music, and arts;
5. Direct student services, including but not limited to responsive services, crisis response, group and individual counseling, appraisal, assessment and advisement to enable students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns, and encouraging parental involvement; and
6. Indirect student services such as consultation, collaboration, leadership, advocacy, and teaming, and referrals to appropriately licensed or certified professionals.

Counseling and Guidance Programs (continued)
School Counseling/Guidance Plans

A certified school counselor shall develop or direct the development of both district-wide and building-level comprehensive developmental school counseling/guidance plans. Such plans shall be updated annually, and shall be made available for review at the district offices and posted on the district website.

The plans shall include objectives and activities for the counseling/guidance programs, planning for the program's development and maintenance, school counseling curriculum, professional development planning, methods to evaluate the program based on data analysis of program results, and an assessment of resources necessary to support positive student outcomes.

Each plan shall also address the preparation of an annual report on the guidance program outcomes. Such report shall include an analysis of all components of the guidance program required by state regulations and summarized above. This report shall be presented annually to the Board.

School Counseling/Guidance Program Advisory Council

The district shall also establish a counseling/guidance advisory council to annually review the district's school counseling/guidance program plans, and advise on the implementation of the district's counseling/guidance program. The council shall include representative stakeholders such as parents, Board members, building and/or district administrators, community-based service providers, teachers, school counselors, school social workers and/or school psychologists. The council shall meet at least twice a year, and shall create and submit an annual report to the Board.

Ref: 8 NYCRR §100.2(j)

Policy Adopted:
June 15, 1981
Policy Revised:
December 16, 1991
Policy Revised:
May 23, 2022
Policy Revised:
December 18, 2023

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to here as "English Language Learners" or ELLs), will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will, therefore, take steps to identify ELL students and provide ELL students with an appropriate program of either Bilingual Education or English as a New Language.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that students are:

1. Screened to determine if the student is an ELL, in accordance with Parts 117 and 154 of the Commissioner's Regulations, a process that will include interviews and assessments and will assign each ELL student to the appropriate subpopulation (Newcomer, Developing, Long-Term and Former English Language Learners, English Language Learners with Disabilities and Students with Inconsistent/Interrupted Formal Education);
2. Identified, as appropriate, as an ELL student with a disability;
3. Annually evaluated to determine continued ELL eligibility. Included in the evaluation shall be each student's performance in English language proficiency and academic progress in content areas;
4. Assured of access to appropriate instructional and support services, including guidance programs within the timeframes provided by Commissioner's Regulations; and.
5. Assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

The Superintendent of Schools shall be responsible for ensuring that the Commissioner of Education is provided with a comprehensive plan that describes the district's ELL program and includes all information specified in the Commissioner's Regulations, before the start of the school year. The district will also provide assurances that the district is providing appropriate school-related information to the parents (or persons in parental relation) of ELL students in English and the language they best understand, including information regarding the District's obligation to provide transportation to students who have been offered an opportunity to transfer to another school to attend a Bilingual Education program, pursuant to the Commissioner's Regulations.

The District will provide an orientation program annually for parents of newly enrolled ELL students, in a language or mode of communication that the parent best understands. In addition, the district will meet individually with ELL parents at least once a year to discuss the goals of the ELL program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas (in

Programs For English Language Learners (Continued)

English and in the child's home language in the case of students enrolled in a Bilingual Education Program).

In addition, the Superintendent of Schools shall ensure that all teachers employed in any Bilingual and/or English as a New Language program are properly certified in accordance with the Commissioner's Regulations, and that all staff receive appropriate professional development on ELL students.

Cross-ref: 6164.7-R, Programs for English Language Learners
5122, The Education of Students with Handicapping Conditions
4131, Staff Development Opportunities

Ref: Education Law §3204
Education Acquisition, Language Enhancement, and Academic Achievement Act, 20 USC §§6801 et seq
Equal Educational Opportunities Act of 1974, §§201 et seq., 20 U.S.C. §§1701 et seq.
8 NYCRR §§80-2.9; 80-2.10; Part 117; Part 154
Lau v. Nichols, 414 U.S. 563 (1974)
Rios v. Read, 480 F. Supp. 14 (E.D.N.Y. 1978)
Cintron v. Brentwood UFSD, 455 F. Supp 57 (E.D.N.Y. 1978)
Aspira of New York v. Board of Educ. (City of New York), 394 F. Supp. 1161 (S.D.N.Y. 1975)

Policy Adopted:
May 21, 1990
Policy Revised:
December 16, 1991
Policy Revised:
September 21, 2015

Administrative Regulations

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

In attempting to ensure that students who are limited English proficient (referred to here as "ELLs") receive appropriate schooling in English and curriculum areas, the school district shall:

A. In accordance with Part 117 of the Commissioner's Regulations, diagnostically screen all new entrants to the schools to determine whether they should be designated as an ELL student, which is defined as a student who by reason of foreign birth or ancestry, speaks or understands a language other than English, and speaks or understands little or no English, and requires support in order to become proficient in English, in accordance with the Commissioner's Regulations. Such diagnostic screening of new entrants shall include, but not be limited to whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an informal interview in English. After such questionnaire and informal interview, if it cannot be determined that the student is not limited English proficient, the District shall administer the statewide English language proficiency identification assessment, as prescribed by the Commissioner, to the student, except in cases where the student has a disability. In such cases where a student has a disability, pursuant to the Commissioner's Regulations, a Language Proficiency Team shall determine whether the stuent shall take the statewide English language proficiency identification assessment. A student who receives a score below a state designated level of proficiency established by the Commissioner on the statewide English language proficiency identification assessment shall be classified as an ELL student.

B. In accordance with Part 117 and 154 of the Commissioner's Regulations, the District shall diagnostically screen students if they score below level two (2) on either the third grade English Language Arts or Mathematics assessment. Such screenings shall include, but not be limited to, vision and hearing screenings and a review of the instructional programs in reading and mathematics.

C. Ensure that students diagnostically determined to be ELL are annually evaluated. This will include an evaluation of each student's performance in content areas to measure the student's progress.

D. Ensure that all ELL students have access to appropriate instructional and support services, as more fully discussed below.

E. Ensure that all ELL students have equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

Administrative Regulations (Continued)
Programs for English Language Learners (Continued)

F. Annually provide the Commissioner with all requisite documents, as mandated by the reporting requirements contained in Part 154 of the Commissioner's Regulations, in the form and by the dates prescribed by the Commissioner.

The District will provide an orientation program annually for parents or persons in parental relation of newly enrolled ELL students to the District, in a language or mode of communication that the parent or person in parental relation best understands, on the state standards, assessments, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language ("ENL") programs, as prescribed by the Commissioner. Such orientation shall occur prior to the student's enrollment in a program, provided that a student shall not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session.

Following this orientation, the District will submit a notification to each parent or person in parental relation of a student designated as an ELL, which shall include program options, including the option of not having the student placed in a Bilingual Education program. Should a parent wish to withdraw the child from a Bilingual Education program, the parent or guardian shall meet with the building principal and supervisor of Bilingual Education. Such meeting shall be for the purpose of informing the parent or person in parental relation of the nature and value of the Bilingual Education program. Any child that withdraws from a Bilingual Education program must participate in a free-standing ENL program. Parents shall be also informed that each ELL student shall be provided the opportunity to transfer to another school in the District that operates a Bilingual Education program which serves the same grade level and language, if such Bilingual Education program does not exist in the school in which the student is enrolled. In all such cases where the opportunity to transfer to another school is offered, the student shall be provided transportation in accordance with the Education Law and/or District policy, as applicable.

The District will also distribute to the parents, or persons in parental relation to ELL students, school related information, including information regarding ELL programs, in a language or mode of communication that they best understand.

Prior to the start of each school year, the District shall also submit to the State Education Department a comprehensive plan to meet the educational needs of ELL students, in accordance with the requirements of the Commissioner's Regulations. The District reserves the right to contract with a Board of Cooperative Educational Services (BOCES) or another school district to provide Bilingual and ENL programs.

Administrative Regulations (Continued)
Programs for English Language Learners (Continued)

Bilingual Instruction

Should twenty (20) or more ELL students with the same native language at the same grade level exist within the District, such students shall be provided with a bilingual education program. Such program shall be composed of, at a mininum:

A. ENL instruction which emphasizes listening, speaking, reading, writing and communicating skills in English.

B. Course content instruction in both English and the native language.

C. Native language arts instruction which emphasizes communication skills in the student's home language.

English as a Second Language Instruction

Should fewer than twenty (20) ELL students with the same native language at the same grade level exist within the District, such students shall be provided with a free-standing ENL program, if they are not served by an applicable Bilingual Education program. Such program shall be composed of the grade-level requirements mandated by Part 154 of the Commissioner's Regulations.

Support Services

The district shall provide appropriate support services to students who are participating in either transitional bilingual or free-standing ENL programs in order for such students to achieve and maintain a satisfactory level of academic performance. These services will be provided to those students who score below specified levels of performance on the annual English language proficiency assessment, as defined by the Commissioner. Such services may include, but shall not be limited to, individual counseling, group counseling, home visits, and parental counseling. If appropriate, such services shall be provided in the native language of the student and the student's parent or person in parental relation.

Transitional Services

The district shall ensure a positive transition for former ELL students who are transferring from a bilingual or free-standing ENL program into an English mainstream program. Transitional services shall be provided for at least two (2) years after such students are placed in an English mainstream instructional program, in accordance with Part 154 of the Commissioner's Regulations.

Administrative Regulations (Continued)
Programs for English Language Learners (Continued)

In-Service Training

The district shall provide in-service training to all personnel providing instruction or other services to ELL students in order to enhance staff appreciation for such students' native languages and cultures, and to provide appropriate instructional and support services.

Services to ELL Students With Disabilities

The District will refer ELL students who are suspected of having a handicapping condition to the Committee on Special Education. ELL students with a disability shall be provided special education programs and services in accordance with the individualized education program ("IEP") developed for such students. Such students shall also be eligible for all services described above, if such services are recommended in the student's IEPs.

Further, appropriate District personnel shall meet at least twice a year with all parents of ELL students to discuss the students' needs and progress.

Adopted:
May 21, 1990
Regulation Revised:
December 16, 1991
Regulation Revised:

Exhibit 6164.7-E.2

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS EXHIBIT
PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM – PARENT RESPONSE FORM.

NOTE: This form must be returned within 10 school days.

I, as parent/guardian of _(insert child's name)_____, acknowledge receipt of the district's notification regarding my child's eligibility for an English Language Learner program. I elect the following option:

(check one box)

☐ I accept the district's recommended placement.

☐ I decline the district's recommended placement in its instructional bilingual program and request placement in the District's English as a New Language Program.

☐ I request my child's placement in a different district bilingual education program, (insert the name of the preferred program).

_____
Print Name (Parent)

_____ _____
Parent Signature Date

Mail to: (district provide mailing address)
Or email to: (provide district email address)

Admission of Non-English Language Learners to District Bilingual Education Program(s)

Where there is space permitting, the Superintendent of Schools, or his/her designee, may accept applications for admission to the District's Part 154 bilingual education program(s) from students who have not been designated as English Language Learners [ELL(s)] pursuant to the Part 154 Regulations of the Commissioner of Education. However, because bilingual education programs exist primarily to serve ELL students, the availability of the District's bilingual education program to ELL students is first and foremost. Admission of non-ELL students to the District's bilingual education program(s) is by no means guaranteed and may not be available in a particular school year or at a particular school.

Where the Superintendent elects to accept applications for admission of non-ELL students to the District's bilingual education program(s), the guidelines outlined herein will govern the admissions process.

Notice of Application Period

Notice that applications for admission of non-ELL students to the District's bilingual education program(s) will be given to all families reasonably in advance of the application period. The notice will indicate:

- Which school will operate the program/grade level(s) for which applications will be accepted. It is anticipated that non-ELL students may be admitted to the bilingual education program through application. Each zone within the district (north, central and south zone) will have at least one bilingual education program. The north zone includes Eagle and Tremont Elementary, the central zone includes Barton and Canaan Elementary and the south zone includes Bay, Medford and River Elementary. Students whose attendance zoned school is located within a specific zone are permitted to only attend a bilingual program within that zone (north, central or south).
- where applications may be obtained;
- where and when applications will be accepted;
- the application deadline;
- any admission criteria or preference(s);
- a lottery process will be utilized if more applications are received than spots are available. Each school within a zone (north, central and south) will have an equal number of seats in the bilingual program dependent on the number of bilingual programs offered in the zone. Should there be low interest in attending a bilingual program in any one school within a zone, the Superintendent of Schools at his/her discretion, may reallocate the vacant seats to students in another school within that zone. Seats will not be reallocated to another school until after July 1.
- a reference to this policy;
- contact information for the staff member designated by the Superintendent to receive and answer questions about the application process.

Notice may include a flyer sent home with students, e-mail notification, posting in the school buildings, and/or posting on the District's website.

Admission of Non-English Language Learners to District Bilingual Education Program(s) (Continued)

Criteria for Admission

When notice has been provided that applications will be accepted, any non-ELL student may apply for admission to the District's bilingual education program(s), provided the student is proficient in English and will be in the grade level for which applications are being accepted. Students who are transferring into the district and had been enrolled in a bilingual program in their previous district will be granted immediate entrance into the district's bilingual program unless the class has reached its maximum occupancy and is unable to accept new students.

Application Process

All students' acceptances will be based on an interview and lottery system. All students must be fully registered to be considered in the lottery and will be chosen no later than July 1.

The selection process will be conducted as follows:

Step 1

A mandated Parent Information Meeting will take place in order to gain interest in the program. Parents that show interest will have the option to complete the Application for Enrollment in Dual Language Program form online or in-person. Should a parent not be able to attend the Parent Information Night due to extenuating circumstances, a parent may request a virtual meeting with the Director of Bilingual Education.

To ensure that the program is a good fit for all students, a waiver stating that students who were chosen based on this plan, but are not successfully adjusting to the program, may be exited at the end of the school year based on teacher observations/recommendations, the District's Spanish Progress Reports and Report Cards, along with Principal and Director discretion. This waiver will be provided during the Parent Information meeting and will require parental signature.

Step 2

A committee comprised of the Bilingual Director, ENL Director, one Dual Language teacher, and one ENL teacher will review the results of the DIAL-4 screener whose parents have indicated intent to enroll in the Bilingual Education Program and review the data to ensure students can effectively communicate in English, and have the necessary skills to be successful in a Bilingual Education Program. An English Proficient (EP) student who scores below the 20% percentile on the concept and language portion of the DIAL-4 screener will not be considered for placement in the program regardless of the lottery results without a prior meeting to discuss if the placement is beneficial to the student. This meeting is mandatory.

Admission of Non-English Language Learners to District Bilingual Education Program(s) (Continued)

Lottery Process

Where the number of applicants exceeds the number of available seats in a zone (north, central or south) for a particular grade level or level(s), a lottery will be conducted to determine admission to the bilingual program(s) for the grade level(s) where the program will operate. A determination of whether there are more applicants than available seats will be made after the deadline for application submission has passed.

Notice of the date, time, and place for the lottery will be sent to all applicants and will be publicly posted as well. The lottery will be held in a location open and accessible to the public. Selection by lottery will utilize a methodology that generates random results, such as lottery ball system, technology-based software, paper ticket process, or any other methodology that generates random results. A waiting list will be created in the event that there are more applicants than seats.

Notification of Acceptance

The District will notify families of accepted students in writing approximately two weeks after the lottery closes. Bus transportation to a school that is outside the student's school attendance zone will be provided by the district at no extra cost to families who opt to attend a bilingual program within their zone.

ALL DUAL LANGUAGE STUDENTS:

An end of year meeting comprised of the Bilingual Director, ENL Director, Dual Language teachers, ENL teachers, Principal, and parents may be requested to discuss the progress the student has made during the school year. This meeting must take place before changing the placement of students in/out of Dual Language. The Principal and the Bilingual/ENL Director must be present during the meeting.

No Guarantee of Attendance

In the event the needs of ELL students require the revocation of an admission of a non-ELL student into the District's bilingual education program, the parent/guardian of the affected non-ELL student(s) will be so notified as soon as is reasonably practicable. The affected non-ELL student will be permitted to continue attending school at the school in which the bilingual program was located for the remainder of the semester/school year, or can choose to return to the zoned school of attendance.

Adopted: June 26, 2017
Revised: March 18, 2019
Revised: April 20, 2023

INSTRUCTIONAL PROGRAM FOR NEIGHBORHOOD YOUTH CORPS.

An Instructional Program for Neighborhood Youth Corps will be established in the school district.

The program will be fully funded under terms of the New York State Welfare - Education Plan and Title III of Public Law 89-750. Classes would be held from 2:45 to 5:45 on Mondays and Wednesdays at the Oregon Middle School.

Policy Adopted:
November 18, 1968

Policy Revised:
December 16, 1991

INDEPENDENT PUPIL STUDY

To encourage the fullest intellectual development of each pupil attending Patchogue-Medford Schools, the Board of Education accepts and promotes the study of topics and depth of study without restriction of conventional and traditional curriculum, restrictions of the school building or necessary limitations due to the number of faculty members. This concept is supported by awareness of credit where appropriate and authorization for inclusion in academic records of studies, learnings and skills achieved independently.

To assure that such opportunity is shared equally by all students, administrative regulations developed by the superintendent of schools or his/her designee are to be reviewed with faculty members, parents and students in a manner which is public and assures the greatest understanding.

Learning and skills achieved independently under the provisions of the administrative regulations may be utilized for satisfaction of academic requirements for academic disciplines at the high school, for grade levels 9-12.

Policy Adopted:
August 16, 1976

Policy Revised:
December 16, 1991

Policy Revised:
June 27, 2022

ADMINISTRATIVE REGULATIONS
POLICY #6172 -- INDEPENDENT PUPIL STUDY

I. Eligibility

A. The student must have demonstrated an ability to work on an individual basis according to the following criteria:

1. The most recent standardized test scores, state assessments scores and/or report card scores must indicate that the student is on grade level.

2. The student must have the written recommendation of one faculty member in the department where the study is to be given credit.

B. The student must have the written approval of the department chairman who shall not only pass on the quality of the applicant but indicate that this work cannot be incorporated into a regular program of instruction.

C. The student must have the written approval of the principal.

II. Quantity of Work Relative to Credit Received

A. Independent studies will be conducted on the basis of ten (10) weeks work for each 1/4 credit received.

B. The student is expected to spend the equivalent of five (5) class periods per week on the study as a minimum.

C. The student must present a written summary of his/her work as evidence of satisfactory completion of the independent study. The fine arts and industrial arts may require performance or display.

D. The deadline for completion of the independent study may be extended for two (2) weeks only at the discretion of the building principal and academic director. The application is made to the principal and academic director, and signed by the supervisor of independent study not later than two (2) weeks prior to established deadline.

III. Quality of Work Relative to Credit Received

A. The work of the student shall be evaluated according to a previously determined and mutually agreeable set of written criteria.

Independent Pupil Study Administrative Regulations (Continued)
III. Quality of Work Relative to Credit Received (Continued)

B. It shall be the responsibility of the academic director to develop in advance standardized quantitative criteria and minimum acceptable performance standards that are consistent throughout the department and in keeping with this policy.

IV. Level of Student and Teacher Involvement

A. Responsibility for development of the independent study project lies with the student.

B. Responsibility for suitability of the independent study in terms of scope lies with the teacher.

C. Supervision of the effort and conduct of the student lies with the advisor.

D. Responsibility for the effort and conduct of the student lies with the student.

E. Progress should be evaluated weekly as defined by the Independent Study proposal. It is the responsibility of the teacher to provide an interim evaluation at the end of five (5) weeks in writing, with copies to the principal and academic director, when performance is unsatisfactory.

V. Student Load Limit

A. Students must be carrying a minimum of four (4) courses plus physical education to be eligible to submit an independent study proposal.

B. In cases where the student is already carrying a full course load, six (6) subjects and physical education, permission will be based on the relationship between the ability of the individual student and his current course load.

VI. Evaluation

A. Evaluation may be made by committee, but it shall be the responsibility of the advisor to issue the final grade.

Independent Pupil Study – Administrative Regulations (Continued)
VI. Evaluation (Continued)

B. Students shall be graded by numerical grade consistent with the current permissible report card grades.

C. Quantitative evaluation shall be made according to a previously described and mutually agreed upon set of behavioral objectives, written in their entirety by the student.

D. In instances when a student receives no credit, he/she shall be provided with a list of the specific criteria he/she has not met.

VII. Independent Study Scope

Independent study projects may be of the following nature:

Study of a course currently being taught.

Study of a subtopic within a course now being taught.

Study of a topic related to any of the departments providing there is an advisor with demonstrated experience.

Regulations Revised:
June 27, 2022

HOME INSTRUCTION

Homebound instruction is a service provided to pupils who are unable to attend school due to temporary or chronic physical, mental or emotional illness or injury. Students will receive credit for work completed while on homebound instruction. The tutor and parent will work out an acceptable schedule for tutoring.

Where the student is absent due to medical reasons, and the anticipated absence exceeds ten (10) days during a three-month period, instruction should have a beginning date as soon as practicable after the parents have notified the District and the request has been verified by the attending physician, psychiatrist or the school psychologist.

Where the student is absent due to a disciplinary issue, the District will provide homebound instruction consistent with the provisions of Section 3214 of the Education Law.

Administrative regulations for students requiring home tutoring will be implemented under the direction of the Superintendent or his/her designee.

Ref: Education Law §§ 1709(24); 3204(2); 3205; 3210(2)(d); 3212(2); 3214 3602-c(2-c); 4401; 4402; 8 NYCRR §§ 100.10; 100.22; 200.6; 175.21 Appeal of Bridges, Decision No. 13,291 (1994) State Education Department Memorandum, "New Requirements for the Provision of Special Education Services to Home-Instructed ("Home Schooled") Students, July 2008 State Education Department, "Home Instruction Questions and Answers", March 2019

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Revised:
February 9, 2009
Policy Revised:
August 26, 2019
Policy Revised:
October 24, 2022
Policy Regulations Revised:
June 26, 2023

Administrative Regulations

HOMEBOUND INSTRUCTION

(refers to policy #6173)

1. As of July 1, 2023, the student shall receive instruction for the number of days and length of time necessary to continue the student's academic progress, which includes at a minimum:
   - Students in Grades K-6: 10 hours per full school week in addition to Individual Education Program (IEP) mandated services (no holidays or weekends), unless a lesser period is requested by the parent/guardian and is supported by documentation submitted by the student's treating healthcare provider. To the extent possible, at least two hours of instruction shall be provided each day.
   - Students in Grades 7-12: 15 hours of instruction per week in addition to Individual Education Program (IEP) mandated services (no holidays or weekends), unless a lesser period is requested by the parent/guardian and is supported by documentation submitted by the student's treating healthcare provider. To the extent possible, at least three hours of instruction shall be provided daily.

   Except for students receiving homebound instruction based on a Committee on Special Education ("CSE") recommendation, the student must have an anticipated absence of ten (10) days during a three-month period for an illness.

   Students with disabilities receiving home, hospital, or institutional instructions based on a CSE recommendation shall be provided such instruction for at least the number of hours and days as provided above.

   The Director of Pupil Personnel or his/her designee will coordinate services as per the IEP for students with a disability.

2. Homebound/hospital instruction will be provided to students who are unable to attend class due to: (1) temporary or chronic physical, emotional, or mental disability or illness, as documented by the student's treating healthcare provider; (2) disciplinary suspension and (3) a CSE.

3. In the case of a student's suspension from school, an administrator must contact the administrator in charge of Homebound Instruction to begin the home instruction process.

Home Instruction – Regulations (Continued)

4. When requesting a home, hospital, or institutional instruction, the parent/guardian must submit to the district a request including written medical verification from the student's treating healthcare provider demonstrating the student's anticipated inability to attend school in person for at least ten days during the next three months.

5. The district shall forward the request to the School Nurse or School's Medical Director, who will review the need for home, hospital, or institutional instruction. Upon consent from the parent/guardian, the School Nurse or School's Medical Director may contact the student's treating healthcare provider to obtain additional information necessary regarding the student's health or mental health. The School Nurse or School's Medical Director shall provide the school district in writing with approval or denial of home, hospital, or institutional instruction, with reason(s) thereof.

6. The school district shall provide instructional services to the student within five school days after the school district receives notification of the student's medical condition or within five school days from the parent or guardian's request for home, hospital, or institutional instruction, whichever occurs first.

7. The school district shall notify the parent/guardian regarding the School Nurse or School's Medical Director's approval or reason(s) for denial within five school days after receipt of written medical verification from the student's treating health care provider.

8. The parent/guardian may appeal the medical director's denial to the Board of Education within five school days of receipt of the denial.

9. Instructional services shall be provided during the timeframe prescribed above while an appeal of a denial is pending before the Board of Education.

10. The school district shall develop a written instruction delivery plan, in consultation with the parent/guardian and, where appropriate, the student, to continue the student's academic progress and to maintain a record of the delivery of instructional services and student progress. The plan shall include, but is not limited to:

    - The number of hours per week and per day the student will receive instructional services;
    - The instructional services delivery method;
    - The location where instructional services will be provided; and
    - An explanation of how the instructional services will enable the student to maintain academic progress.

11. School districts are required to maintain specific records of the instructional services received by a student. The CSE shall document home, hospital, or institutional instructions and appropriate related services rendered to students with disabilities.

12. If the parent/guardian requests, with supporting documentation from the student's treating healthcare provider, that a student receive less than the required number of instructional hours, the school district shall document the reason the student is receiving less instruction and ensure the student's instruction delivery plan is reviewed regularly, but not less than once per month, to

Home Instruction – Regulations (Continued)

determine when the student's instructional hours may be increased. Notwithstanding, the student must receive the minimum amount of instruction to satisfy the average daily attendance requirements prescribed by law.

13. All written referrals for homebound/hospital instruction must be accompanied by: (1) the student's treating healthcare provider (including a physician/psychiatrist or school psychologist), (2) a notice of disciplinary suspension, or (3) IEP.

    - If a child remains out of school beyond the indicated return date, a new certification by the attending physician must be submitted in order to continue homebound services.

    - In cases of contagious illnesses, homebound instruction will not begin until receipt of a physician's note stating that the student is no longer contagious.

14. For elementary students, the school nurse will complete the *Request for Homebound Instruction* form indicating the length of time of homebound instruction. The building secretary will indicate whether or not the classroom teacher, or other teacher in the building, wishes to do the tutoring. Once the principal has signed the request, the secretary will send it to the Office of Instructional Services or his/her designee.

    For students in grades 7-12, the nurse will complete the *Request for Homebound Instruction* form indicating the length of time of homebound instruction. The nurse will send the form along with the certification by the attending physician to the school building principal. Once the principal signs the form, the secretary sends it to the Office for Instructional Services or his/her designee. The Guidance Office will list the subjects and course titles indicating whether or not the course is Regents or local. The Guidance Office will place a request to teachers to do the tutoring.

15. Any in-district teacher who elects to tutor in the Fall or Spring Semester and does accept the position is responsible for contacting the parent and making all necessary arrangements. The parent or guardian should be given a phone number in case of questions or cancellations. If the classroom teacher is not going to do the homebound instruction, outside tutors are to contact the home school for books and assignments. All work and books must be clearly identified. *In cases in which long-term absence is indicated, the principal will be responsible for coordinating the submission of student assignments.*

    Any district based staff member assigned to home tutoring must submit a grade outcome for each scheduled session within 24 hours of the scheduled date via digital link submission. All sessions canceled must be entered in the same manner to determine student attendance.

    - Payment for homebound instruction is calculated on the quarter of hour for accounting purposes
    - Claim forms are for payment only and must be submitted to the Director of Guidance for signature by the Friday, prior to the 15th and 30th of the month.

Home Instruction – Regulations (Continued)

If the person in charge of homebound instruction does not receive notice that the classroom teacher will tutor, an outside tutor will be assigned. All staff will be provided two opportunities to agree to home instruction during the school year once in the fall term and once in the spring term. Teachers need to identify via digital submission a willingness to tutor:

a. Any student they are the teacher of record;

b. Any Patchogue-Medford student; or

c. Unable to tutor this term

All work must be returned to the Guidance Office which will forward work to the classroom teacher. If a teacher wishes to speak directly with the tutor, the Office of Instructional Services or his/her designee should be called and arrangements will be made.

If the student is tutored for only a portion of a marking period, the tutor will submit a grade and a comment for the classroom teacher to incorporate within the classroom grade.

16. A new *Request for Homebound Instruction* application must be submitted at the beginning of each school year.

17. A *Return to School from Homebound Instruction* form must be submitted to the school nurse prior to the student returning to school.

18. Instruction is to take place while a parent or adult is present in the home of the student.

19. The following situations will **not** be counted as homebound instruction time:

    a. If a session is missed due to the student's illness and 24-hour prior notice is given to the tutor.

    b. If a session is cancelled by the tutor.

20. The following situation **will** be counted as homebound instruction time:

    a. If a session is missed because of parental or student cancellation without prior notice.

    b. If a pattern of three or more no-shows is recorded, services may be suspended or a referral to Child Protective Services may be made due to non-compliance.

21. Students on Homebound instruction are responsible for adhering to all attendance policies while on homebound instruction;

    a. Students in half year courses cannot be absent for more than 4 sessions, after 4 sessions are missed a failing grade of 50 will be required

Home Instruction – Regulations (Continued)

b. Students in full year courses cannot be absent for more than 8 sessions, after 4 sessions are missed a failing grade of 50 will be required

22. Tutoring by in-district personnel is to be done after the end of the school day.

23. Complying with State regulations, there will be no instruction given on Saturday, Sunday, holidays and vacations.

In-Hospital Homebound Students

All procedures from the general instructions should be followed. This is additional information concerning only *In-Hospital* homebound instruction.

If a student is placed in a hospital for psychological or medical reasons, there are additional procedures to be followed:

1. Many hospital facilities request work and books from the home school. It is the District's intent to comply with these requests. Once a teacher knows that a student is in the hospital, he/she should make arrangements for work and books to be available for student instruction. Work should be sent every week. If there is a problem supplying work on a long-range basis, this must be discussed with the principal in order to make alternate arrangements for work.

2. Guidance counselors and/or nurses will notify teachers that a student has been hospitalized.

3. The Education Office of the hospital, for long term patients, will issue grades and comments to the Office for Secondary Instructional Services. The information will be released to the principal, if an elementary student, or the Guidance Office, if a middle or high school student.

4. When a student is to be released, the hospital will contact the District. The school will then be notified.

SUMMER HIGH SCHOOL MINIMUM CLASS SIZE

All classes are to be a minimum of ten (10) students except where the administration determines that an emergency situation exists.

Policy Adopted:
May 22, 1967
Policy Revised:
December 16, 1991
Policy Revised:
May 21, 2018
Policy Reviewed:
November 22, 2021

GUIDELINES FOR ARMED SERVICES RECRUITMENT IN THE HIGH SCHOOL

The relationship between the persons involved in Armed Services recruitment activities and the educators in a school district is a potential source of conflict for both sets of public servants. With respect to ensuring the delivery of current and accurate military career information, and to protect the rights of students, three primary issues emerge in the minds of both recruiters and educators:

A. Access to students during school time.

B. Release of lists of student's names and addresses.

C. Administration and use of the Armed Services Vocational Aptitude Battery (ASVAB)

The purpose of this policy is to set forth reasonable expectations for both school officials and Armed Services recruiters and to provide a basis for discussion and policy-making in their own work settings. These guidelines assume that representatives of all the Armed Services are accorded a reception in the high school equal to the reception given to the representatives of other career and education institutions.

Annual Planning Meeting
Subsection 6177.1

It is desirable that an annual meeting of high school administration and Armed Services recruiting representatives be conducted prior to the beginning of the school year. A key objective of the meeting is to develop a clear understanding of the school and district policies and procedures for the coming year.

The school representatives will include the principal, the head of the guidance department and the officer in charge of the AFROTC program.

Each Service's recruiting representative with supervisory/liaison authority and the designated recruiter for that school will attend. Recruiting representatives will be expected to provide the name, address and telephone number of their respective commanding officers to facilitate quick resolution of misunderstandings.

Issues to be discussed at the annual planning meeting will include:

A. Recruiter access to students.

Guidelines for Armed Services Recruitment in the High School (Continued)
Annual Planning Meeting, Subsection 6177.1 (Continued)

B. School district policy relating to the release of student directory information.

C. Student absences for recruiting activities.

D. Armed Services Vocational Aptitude Battery (ASVAB) testing program.

E. Armed Services stay-in-school policy.

F. Current information on Armed Services education and career opportunities.

G. An informational meeting early in the school year for all interested faculty members with Armed Services representatives.

H. Mutual expectations for the school year.

The high school administration is encouraged to discuss and make available the materials normally provided students, e.g.:

A. Student handbook.

B. The course catalog and schedule of classes.

C. School activities; major events in the school calendar.

D. School organization chart.

E. A school map/floor plan.

Recruiter Expectations of the High School Principal
Subsection 6177.2

It is reasonable for the Armed Services recruiters to expect the high school principal to:

A. Allocate opportunity for presentations and individual student contact on Armed Services careers and educational opportunities on par with other career and educational institutions.

B. Display information on Armed Services careers and educational opportunities along with information on all other career and educational opportunities.

Guidelines for Armed Services Recruitment in the High School (Continued)
Recruiter Expectations of the High School Principal (Continued)

C. Assist with the interpretation of Armed Services Vocational Aptitude Battery (ASVAB) test scores as requested by students and parents.

D. Assist in developing awareness of career and educational opportunities offered by the Armed Services.

E. Assist students in making appropriate occupational choices regarding the Armed Services.

F. Release student directory information in accordance with legislative and school district policies.

G. Invite recruiters to participate in career fairs, college nights and other activities where career and educational options are presented by non-school personnel.

The High School Principal's Expectations of the Recruiters
Subsection 6117.3

It is reasonable for the high school principal to expect Armed Services recruiters to:

A. Encourage all students to stay in school to graduate.

B. Reinforce student participation in academic, technological and vocational courses appropriate to their career plans.

C. Encourage acceptance of the ASVAB program and aid in interpretation of the results.

D. Contact students within the guidelines established by the high school principal.

E. Present clear, accurate and complete information to students, giving honest answers on both positive and negative aspects of military life, so that students may make informed choices.

F. Inform students about use of information students provide to recruiters, including test data, in accordance with the Family Rights to Privacy Act and other federal and state statutes.

Guidelines for Armed Services Recruitment in the High School (Continued)
The High School Principal's Expectations of the Recruiters, Subsection 6177.3 (Continued)

G. Visit the school in accordance with guidelines established at the annual planning meeting.

H. Make appointments in advance for visits to school officials.

I. Have appointments in advance for visits to school officials.

J. Have written permission from a student or a parent, if the student is a minor, before requesting school records.

Policy Adopted:
May 20, 1985

Policy Revised:
December 16, 1991

Policy Reviewed:
May 23, 2022

DISPLAY OF FLAG

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

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

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

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

Ref: Education Law §§418; 419; 420 (requirement for the school to purchase, display and develop rules and regulations for the care and custody of the flag)

Executive Law §§400-403 (rules for display of the flag)
8 NYCRR Part 108 (flag regulations)
36 U.S.C. §§173-177 (display of the flag)

Adoption date: 09/26/05

DISPLAY OF THE FLAG REGULATION

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

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

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

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

Flags on individual buildings will be flown at half-staff for 30 days if a present employee or student in that building dies. The flag shall also be flown at half-staff the day of the funeral of any former employee well known in the school. This should be at the discretion of the Superintendent.

All flags in the district are to be flown at half-staff when a present Board member dies and are kept at half-staff for 30 days. All flags are put at half-staff on the day of the funeral of a former Board member. All flags in the district are flown at half-staff on the day of the funeral of a present employee or a present student, or former student who dies while in active military service.

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

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

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

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in each assembly room of every school in the district. It is the duty of the teacher or other person in charge of each assembly room to ensure that the flag in the room is displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Adoption date: 09/26/05

ARTICLE VII

NEW CONSTRUCTION

1. Planning

2. Designing

Role of School Board, Administrative Staff and Architect With
With Respect to New Construction or Building Renovation.....7210.a

ROLE OF SCHOOL BOARD, ADMINISTRATIVE STAFF, AND ARCHITECT WITH RESPECT TO NEW SCHOOL CONSTRUCTION OR BUILDING RENOVATION

A. Role of the Board of Education:

1. Authorize school plant construction, renovation, remodeling projects, and purchase or condemnation of school sites;

2. Approve the educational specifications for new school buildings or building addition or renovation projects;

3. Appoint the architect;

4. Approve the architect's preliminary and final plans;

5. Award all contracts which require competitive bidding;

6. Approve all change orders;

7. Approve all payments from capital construction funds;

8. Appoint a construction manager;

9. Engage in self-informative activities with respect to trends in new school construction and plant-program relationships;

10. Approve the amount and timing for public vote of construction bond issues, including the budgetary components thereof;

11. Officially accept the building from the architect upon its completion.

B. Role of the Superintendent of Schools and/or his/her Designee

1. Recommend to the Board of Education the location, pupil capacity, grade organization, and timing of school construction projects;

2. Develop educational specifications for recommendation to the Board of Education and for guidance of the architect;

3. Advise the Board of Education on selection of architects;

4. Consult and coordinate with the architect on development of preliminary plans and on specifications for fixed equipment;

5. Recommend to the Board of Education award of all contracts which require competitive bidding other than contracts which are the responsibility of the architects;

Role of School Board, Administrative Staff, and Architect With Respect to New School Construction or Building Renovation(Continued)

B. Role of the Superintendent of Schools and/or his/her Designee (Continued)

6. Recommend change orders to the Board of Education after consultation with the architect;

7. Recommend to the Board of Education payments from capital construction funds:

    a. Assure that prior to recommending routine payment from capital funds that the architect's certification and construction manager approval has been secured;

    b. Assure that prior to recommending semi-final and final payments from capital funds that the architect's certification and approval from clerk of the works has been secured.

8. Recommend appointment of the construction management firm and supervise the services of the management firm;

9. Periodically provide the Board of Education with information and arrange for educational meetings, programs, and projects designed to keep the Board of Education well informed on trends in new school construction and on plant-program relationships;

10. Recommend the amount and timing for public vote of school construction bond issues and develop in consultation with the architect and construction management firm, a construction project budget itemized by expenditure category;

11. Attend job meetings as circumstances may require;

12. Provide the Board of Education with monthly financial reports on the status of construction funds as well as on construction progress;

13. Advise the Board of Education on ways and means of achieving economies in new school construction or renovation projects;

14. As punch lists near completion, advise the Board of Education on remaining jobs uncompleted or unsatisfactory.

C. Role of the Architect

1. Provide the Board of Education with professional consultation in all phases of school construction or renovation projects;

Role of School Board, Administrative Staff, and Architect with respect to New School Construction or Building Renovation (Continued)

C. Role of the Architect (Continued)

2. Coordinate with the Board of Education, the Superintendent of Schools, and/or his/her designee in designing buildings and providing facilities therein which will accommodate the district's instructional program as outlined in the educational specifications;

3. Develop preliminary and final plans;

4. Provide the Board of Education with a summary of bids and specific recommendations for Board of Education action with respect to award of bids;

5. Write specifications for all fixed equipment, recommend award of bids, and supervise installations;

6. Provide on-going supervision of the project;

7. Certify all contract requisitions for payment, both routine and semi-final and final payments;

8. Initiate requests for change orders when such orders would be in the interest of the district;

9. Compile punch lists;

10. Periodically report to the Board of Education and administrative staff on construction progress both during the planning and construction stages;

11. Recommend to The Board of Education final acceptance of the building.

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Role of School Board, Administrative Staff, and Architect with respect to New School Construction or Building Renovation (Continued)

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ARTICLE VIII

INTERNAL BOARD POLICIES

Committee on School Board Members....8120
- Board of Education Intent....8120.1
- Function and Formation of Committees....8120.2
  - Committee Purpose/Function....8120.2a
  - Appointment by the Board of Education....8120.2b
  - Subgroups....8120.2c
  - Clarification of Mission....8120.2d
- Authorized Standing Committees....8120.3
  - Instructional Program Committee....8120.3a
  - Finance Committee....8120.3b
  - Legislative Committee....8120.3c
  - Building, Operations and Construction....8120.3d
  - Board Policies & Procedures....8120.3e
  - District-Wide Technology....8120.3f
  - Extracurricular Program....8120.3g
  - Student Support Services....8120.3h
  - Security....8120.3i
  - Cultural Arts....8120.3j
- Membership....8120.4
  - Resignations....8120.4a
  - Vacancies....8120.4b
  - Terms....8120.4c
  - Number of Members....8120.4d
  - Chairpersons....8120.4e
  - Ex Officio Status....8120.4f
- Meetings....8120.5
  - Notice....8120.5a
  - Frequency....8120.5b
  - Open Sessions....8120.5c
  - Quorum....8120.5d
  - Minutes....8120.5e
  - Voting Recorded....8120.5f
  - Visitors....8120.5g
- Reports....8120.6
  - Reporting Style....8120.6a
  - Submission of Style....8120.6b
  - Receipt of Reports....8120.6c
  - Filing of Accepted Reports....8120.6d
  - Minority Reports....8120.6e
  - Required Reports....8120.6f
  - Board Action for Report Recommendations....8120.6g
  - Signature of Chairperson....8120.6h

ARTICLE VIII - INTERNAL BOARD POLICIES (Continued)

1. Committee on School Board Members (Continued)
Committee-Staff Relationships....8120.7
Requesting Staff Assistance....8120.7a
Administrative Liaison....8120.7b
Clerical Assistance....8120.7c
Annual Evaluation....8120.8

2. Rules of the Board of Education Governing Deportment
of Participants at Public Sessions of the School Board....8344
Statement of Purpose....8344.1
Application of Rules....8344.2
Authority Vested in Presiding Officer....8344.3
Deportment Mandated by These Rules....8344.4
Recording Proceedings and Meetings....8344.4a
Penalties and Enforcement....8344.5
Context of These Rules....8344.6

COMMITTEES OF SCHOOL BOARD MEMBERS

Board of Education Intent
Section 8120.1

The Patchogue-Medford Board of Education recognizes that the principles of sound governance of the school district are best served when the Board of Education functions as a committee of the whole. The seven (7) members of the Board of Education, constituting a committee of the whole, derive their power and responsibilities as a corporate unit from the legislature of the State of New York. The committee of the whole is principally engaged in performing a duty imposed upon it by the legislature by the New York State Constitution. The Patchogue-Medford Board of Education is a body corporate and remains a continuous corporate entity not conditioned by the official life of its members. The Board of Education, acting in its corporate capacity, is required to transact its business by resolution of motions duly adopted, passed by a majority of the members, at a legal meeting of the school board. Members of the school board have no official authority as individuals.

In order to provide for thoroughness and efficiency in its operations, the Board of Education authorizes the establishment of such standing and temporary committees as it finds appropriate. The committees, other than committees of the whole delineated by this policy, shall be comprised of at least one (1), but not more than three (3), elected members of the Board of Education and shall make recommendations to the Board of Education for matters of policy and action.

Committees shall be composed of school board members duly elected and currently sitting as members of the Board of Education. Additionally, pursuant to the provisions of this policy, membership on certain committees shall be open to non-school board members who are either residents or employees of the Patchogue-Medford School District. Additionally, Patchogue-Medford High School Students in grades 11 and 12 shall be eligible to apply for membership on those committees, as well. Non-School board members who are either residents or employees , and 11th and 12th grade students at Patchogue-Medford High School shall submit an Application for Membership, which can be found on the district website and submitted electronically. The committees established by this policy are intended to consider, to investigate, and to make recommendations to the Board of Education with more detailed attention than is possible for the Board of Education acting as a committee of the whole.

There shall be two (2) types of committees. However, residents and employees may not serve on the school board's Personnel Practices, Negotiations and Board Policies and Procedures Committees, each of which shall be limited to membership by duly appointed Board of Education members and the committee chairperson as shall be appointed by the president of the Board of Education. In the case of committees which are open to residents' and employees' membership, only a Board of Education member may serve as committee chairperson. The two types of committees of the Board of Education are:

Committees of School Board Members (Continued)
School Board Intent (Section 8120.1) (Continued)

1. The standing committee -- a committee which shall have a continuing existence for a full fiscal year.

2. The temporary committee -- a committee which shall terminate its existence as soon as it has completed a specified task.

The policy statements herein contained shall apply to the structure of standing committees; however, the temporary committee shall be governed by the policies applicable to a standing committee. The significant difference shall be the length of the term. When the need for a temporary committee arises, it shall be appointed by the affirmative vote of a majority of the members of the Board of Education to report by a particular date on a specified matter. When its report is accepted by the Board of Education, it shall be thereby discharged routinely.

The Patchogue-Medford Board of Education adopts the committee system with the expectation that such will achieve maximum benefit consistent with its policies, its by-laws, and its corporate responsibility as provided by New York State laws. The Board of Education recognizes several important reasons why committees are advantageous. Some of the more significant benefits which accrue to the school board through the committee system are that it:

1. draws upon qualified persons to add dimension to professional reports the Board of Education receives;

2. leads to greater participation and understanding by individual members of the Board of Education;

3. stimulates initiative;

4. improves the effectiveness of public information;

5. influences change;

6. allows school board members an opportunity to serve to their best ability, and

7. speeds the adoption of new practices and policies.

The Board of Education recognizes that referral of matters to a committee postpones action by the school board until a report is received. During the interim period between the time of referral to committee and receipt of recommendations by the Board of Education, committee members should confine their deliberations and discussions on the question to committee meetings.

Committees of School Board Members (Continued)

Function and Formation of Committees
Section 8120.2

The function of school board committees is strictly investigative and advisory, never policy making. Within an area of assigned responsibility, the committee has no authority to act independently for the Board of Education.

Committee Purpose/Function
Subsection 8120.2a

Except as otherwise provided in this policy, school board members of standing and temporary committees, exclusive of those appointed by the president of the Board of Education to serve as committee chairpersons, shall be considered for appointment by the Board of Education upon the filing of an application for membership (see Appendix A) with the district clerk. Such committees shall have authority to study, to investigate, and to make recommendations to the Board of Education. Committees established under this policy shall not be empowered to act beyond reporting to the Board of Education. The Board of Education has established procedures for the membership of district residents on school board committees. Residents interested in serving on a Board of Education committee, not specifically excepted by this policy, shall complete an application form provided by the school district and attached to this policy as "Appendix A". Each resident's application for membership will be voted upon, with the resident's membership approved only upon the majority vote of the Board of Education. The Board of Education retains the right to limit the number of residents who may serve on a school board committee.

Appointment by the Board of Education
Subsection 8120.2b

When a committee is appointed "with power", it shall have authority to take all steps necessary to carry out its charge. Only committees comprised exclusively of school board members may be designated by the Board of Education as being "with power". Although a committee shall be rarely so empowered, it shall only be by resolution duly passed at a legal meeting by a majority vote of the Board of Education. The conditions which exist for appointment of committees "with power" are the following:

1. If the committee is to have standing authority to act for the Board of Education on matters of a certain class with or without specific instructions from the Board of Education.

2. If all business of a certain class is to be automatically referred to the committee.

Committees of School Board Members (Continued)
Function and Formation of Committees (Section 8120.2) (Continued)
Appointment by the Board of Education (Subsection 8120.2b)(Continued)

3. If a rule of parliamentary procedure is affected by the committee's assigned function.

4. If the committee is to:

   a. expend funds for its work;
   b. conduct public meetings;
   c. issue press or media statements;
   d. conduct public surveys, or
   e. maintain a relationship with an out-of-district agency.

Subgroups
Subsection 8120.2c

The Committee Chairperson of each authorized standing and ad hoc committee, as provided for in Section 8120.3 of this Policy, is authorized to create one (1) subcommittee of their respective committee, provided that each subcommittee shall only be advisory in nature. Each Chairperson shall appoint members of their committee to their respective subcommittee, including residents and District employees who were duly appointed to the committee by the Board of Education pursuant to this Policy, provided that each subcommittee is comprised of at least one (1) Board of Education member. Nothing contained herein shall be construed to authorize such subcommittees to be designated as being "with power", as defined herein.

Clarification of Mission
Subsection 8120.2d

Should a committee require clarification of its mission, it shall petition the Board of Education. If the clarification is not of an emergency nature, the committee chairperson shall place the question on the agenda of the next monthly business meeting of the Board of Education. Should the committee require clarification for an important, urgent matter, its chairperson shall petition the Board of Education president to call a special meeting.

Authorized Standing and Ad Hoc Committees
Section 8120.3

The standing and ad hoc committees of the Board of Education and their functions are as follows:

Committees of School Board Members (Continued)
Authorized Standing and Ad Hoc Committees (Section 8120.3) (Continued)

Instructional Program and Student Support Services Committee
Subsection 8120.3a

This committee has jurisdiction in matters relating to the offices of the superintendent of schools and the assistant superintendent for instruction including the regular school, summer school, and extracurricular programs. Specifically exempted from consideration by this committee shall be the operation of the office of pupil services and special education programs for children with disabilities.

Finance Committee
Subsection 8120.3b

This committee has jurisdiction in matters relating to the offices of the superintendent of schools, the assistant superintendent for business, the assistant business manager, transportation and food services.

Legislative Committee
Subsection 8120.3c

This committee has jurisdiction in matters relating to local, state and federal legislation affecting the operation of the school district. Generally, this encompasses the duties and responsibilities of the office of the superintendent of schools.

Building Operations, Security and Construction
Subsection 8120.3d

This committee has jurisdiction in matters relating to the administration of construction programs and building operations. Generally, this encompasses the duties and responsibilities of the offices of the superintendent of schools, the clerk of the works, buildings and grounds, maintenance, safety and security.

Board Policies and Procedures
Subsection 8120.3e

This committee has jurisdiction in matters relating to school board procedures as well as the development of new policies and proposals to revise existing school board policies. Generally, this encompasses the duties and responsibilities of the office of the superintendent of schools. This committee is comprised of the president, the vice president, the superintendent and the district clerk.

Committees of School Board Members (Continued)
Authorized Standing and Ad Hoc Committees (Section 8120.3) (Continued)

District-wide Technology
Subsection 8120.3f

This committee has jurisdiction in matters relating to the implementation of various computer technology applications throughout the district, both instructional and administrative. Generally, this encompasses the duties and responsibilities of the office of the assistant superintendent for instruction, the assistant superintendent for business, the administrator of technology and the instructional technology specialist.

Extracurricular Program
Subsection 8120.3g

This committee has jurisdiction in matters relating to the extracurricular program for students. Generally, this encompasses the duties and responsibilities of the offices of the superintendent of schools, the assistant superintendent for instruction and the academic directors.

Membership
Section 8120.4

The appointment of school board committee chairpersons is the responsibility of the president of the Board of Education. The appointment of members of the Board of Education to serve on school board committees shall be in accord with relevant provisions of this policy. Non-School board members who are either residents, 11th or 12th grade students at Patchogue-Medford High School, or employees shall submit an Application for Membership, annexed to this policy.

Resignations
Subsection 8120.4a

The chairperson and members of a committee may resign upon written notice to the president of the Board of Education. The resignation shall be effective on the date set forth in such written notice or in a motion duly passed at a legal meeting by a majority of the Board of Education, whichever be sooner.

Vacancies
Subsection 8120.4b

School board committee chairperson vacancies on a committee shall be filled by the president of the Board of Education and announced at a legal meeting of the Board of Education.

Committees of School Board Members (Continued)
Membership (Section 8120.4) (Continued

Terms
Subsection 8120.4c

Members of committees shall serve from the date of appointment to the end of the school fiscal year or, in the case of school board members, at the expiration of a member's term of office, whichever shall first occur. Applications for membership on Board of Education Committees should be received by the Office of the District Clerk no later than September 30 of each year or be post marked no later than September 30. Appointment shall take place at the October Business Meeting of the Board of Education.

Number of Members
Subsection 8120.4d

Committees of the Board of Education shall be composed of a number of school board members which does not comprise a majority of the Board of Education.

Chairpersons
Subsection 8120.4e

The president of the Board of Education shall appoint the chairperson of each committee. No member of the Board of Education shall serve as chairperson for more than three (3) committees authorized in Section 8120.3 of this policy, except this requirement may be waived if authorized by a motion duly passed at a legal meeting by a majority of members of the Board of Education.

Ex Officio Status
Subsection 8120.4f

No member of the Board of Education nor any other person shall serve in an ex officio status for the standing committees authorized by this policy.

Meetings
Section 8120.5

The committee chairperson shall schedule meetings in accordance with this policy.

Notice
Subsection 8120.5a

The chairperson of the committee shall issue notice to committee members containing the time, the place and the date of the meetings. Meetings shall be scheduled at least one (1) week in advance. Urgent meetings of the committee may be called by the chairperson upon 24 hours' oral notice.

Committees of School Board Members (Continued)
Meetings (Section 8120.5) (Continued)

All notices of regular committee meetings shall be circulated among all members of the Board of Education and the superintendent of schools. A committee shall, when requested, give members of the Board of Education and the superintendent of schools or the school superintendent's designee opportunities to appear before it to present information.

Frequency
Subsection 8120.5b

A committee shall meet as frequently as necessary to fulfill its functions and responsibilities. Meetings shall be called at the convenience of members, and sufficient time shall be set aside for deliberation. Telephone conferences and chance meetings shall not constitute official committee meetings.

Unless it is unanimously agreed upon by vote of all committee members, no committee shall meet more than once per week.

Open Sessions
Subsection 8120.5c

All committees of the Board of Education shall fully comply with the intent and the spirit of Chapter 511 of the Laws of New York of 1976, and any amendments thereto (Freedom of Information Law).

Quorum
Subsection 8120.5d

All meetings to be considered official must have in attendance a majority of members of the committee, and such a majority shall constitute a quorum. No business may be transacted without a quorum.

Minutes
Subsection 8120.5e

Minutes shall be kept for all meetings of committees. The minutes shall be signed by the committee chairperson or, with the committee chairperson's permission, the administrative liaison. Should the chairperson be absent from the committee meeting, the minutes shall be signed by the administrative liaison. The minutes of committee meetings shall be distributed to members of the Board of Education within thirty (30) days at regular monthly business meetings of the Board of Education.

Committees of School Board Members (Continued)
Meetings (Section 8120.5) (Continued)

The style to be used to record minutes of committee meetings shall be that which prevails for the recording of minutes for meetings of the Board of Education. Accordingly, minutes shall be dated, the place of the meeting identified, and contain the name of the presiding officer, members present and voting, members absent, school officials present and reporting, visitors present, opening and adjournment times, topic identification, and preliminary information for resolutions.

Voting Recorded
Subsection 8120.5f

The minutes of committee meetings shall contain the names of persons in attendance and voting. The method of recording the vote shall be identical to that used by the Board of Education to record votes at legal meetings of the Board of Education. Committee members who abstain or who vote "nay" shall be listed in the same manner as recorded in the official minutes of Board of Education meetings.

Visitors
Subsection 8120.5g

A member of the Board of Education who is not a member of the committee may present information to the committee, in which case the school board member shall give notice, whenever possible, to the committee chairperson in advance of the meeting of the non-committee member's desire to attend for that purpose.

Only duly appointed committee members and the committee chairperson shall vote on an issue before the committee. Non-committee members shall not take part in deliberations or other matters unless authorized by the committee chairperson; provided, however, this shall not entitle non-committee members to vote.

Reports
Section 8120.6

A report of a committee is an official document formally adopted within the reporting committee and submitted in the name of the entire committee. The report shall inform the Board of Education of information obtained and of action recommended.

Reporting Style
Subsection 8120.6a

Reports shall be submitted in writing, except for very brief reports which are issued periodically on very specific topics. In the case of exceptions, a report may be given orally at a legal meeting of the Board of Education.

Committees of School Board Members (Continued)
Reports (Section 8120.6) (Continued)

A guide for exceptions is that if the clerk of the Board of Education is able to capture the essence of the report simply within the minutes of the school board meeting, it may then be given orally. However, written reports may be orally supplemented by the committee chairperson or the chairperson's designee.

Official reports of committees shall be addressed to the Board of Education, and shall be dated the day of the Board of Education meeting at which they are to be rendered and accepted.

The reports shall be worded in the third person, for example, "The recommendations of the Finance Committee are...."

Reports of committees shall include the following information:

1. A description of the way in which the committee undertook its charge.

2. The facts uncovered or the information obtained.

3. The findings or conclusions derived from the facts or from the information.

4. A recommendation for action, if any, by the Board of Education.

Submission of Reports
Subsection 8120.6b

Committee reports shall be presented to the Board of Education at a legal meeting of the school board. Reports shall be delivered by the committee chairperson. The chairperson shall assign a designee only if the committee chairperson does not agree with the report or if the committee chairperson has some special reason for not wishing to submit it personally.

Receipt of Reports
Subsection 8120.6c

Upon rendering a report, the Board of Education shall pass a resolution acknowledging receipt of it. A report shall be considered accepted only after the Board of Education has received it at a legal meeting by a resolution duly passed by a majority of its members. The committee shall remain "charged" until the report has been officially accepted by resolution of the Board of Education.

Committees of School Board Members (Continued)
Reports (Section 8120.6) (Continued)

Filing of Accepted Reports
Subsection 8120.6d

Reports which have been officially accepted by resolution duly passed at a legal meeting by a majority of members of the Board of Education shall be kept on file for permanent reference in the office of the superintendent of schools. The filing of reports of committees shall be recorded in the minutes of the legal meetings of the Board of Education.

Minority Reports
Subsection 8120.6e

Minority reports from committees are to be avoided except in unusual circumstances. When the minority of a committee wishes to make a presentation of views to the Board of Education, it must do so immediately following submission of the report of the committee, but before the Board of Education resolves, by resolution, to accept the report of the committee. Unless the Board of Education refers the entire matter back to the committee for additional study, the Board of Education will accept, by resolution, first the committee report and, secondly, the minority report.

The resolution of the Board of Education accepting the minority report at its first presentation shall be for information only and not for action. The Board of Education shall refer the matter back to committee if it finds itself in agreement with the minority report at its first presentation, but shall avoid, in the first instance, passing a resolution authorizing action based on the minority report.

Members of committees are encouraged to support the recommendations of the committees upon which they serve, but are not legally required to vote in support of committee recommendations while acting as members of the Board of Education.

Required Reports
Subsection 8120.6f

The standing and ad hoc committees established in Section 8120.3 of this policy shall submit the following required reports each year:

1. Preliminary Report -- This report is to be submitted to the Board of Education at the school board's September business meeting. The report shall contain the proposed scope of the committee's work for the year and shall list the major objectives to be achieved. The school board may accept a preliminary report as rendered or modify it by changing the scope or adding or deleting major objectives. After acceptance, with or without changes, the report shall form the basis of the committee's assigned duties for the year.

Committees of School Board Members (Continued)
Reports (Section 8120.6) (Continued)

2. Annual Report -- At the September business meeting of the Board of Education, each committee shall submit a summary report of the committee's work during the preceding year. This report shall list the major achievements in conformance with the scope and objectives of the committee submitted in the preliminary report filed the year before. In addition, the report shall include findings and informational data to support recommendations, and shall contain an evaluation of the committee's work during the preceding year in compliance with Section 8120.8 of this policy.

Board Action for Report Recommendations
Subsection 8120.6g

The Board of Education may allow time for study of committee recommendations before taking action on them. The president of the Board of Education, at the time committee reports are received and accepted, shall, if additional time be required, announce the date of the meeting when the committee recommendations shall be placed on the agenda for action by the Board of Education.

In instances where action on recommendations of a committee shall be taken at the same meeting as receipt of the committee's report, it shall be taken only by resolution of the Board of Education passed by a majority of the members present and voting.

The Board of Education shall be obligated to take action by official resolution for committee recommendations. Such action shall be obligated within thirty (30) days after the report of the committee has been accepted. An exception is noted under "Minority Reports" in Subsection 8120.6e of this policy.

When a committee recommendation obligates the Board of Education to policy-making considerations, the actions of the Board of Education shall conform to Board of Education Policy #9310, "Adoption of Policies."

Signature on Committee Reports
Subsection 8120.6h

Reports of committees are to contain the signature of the committee chairperson or, with the committee chairperson's permission, the administrative liaison. The Board of Education shall not accept a committee report unless it is properly signed.

Committees of School Board Members (Continued)

Committee-Staff Relationships
Section 8120.7

The administration of the policies of the Board of Education and the management of the school district are the responsibilities of the superintendent of schools. Committees of the Board of Education have functions which are separate and apart from those of the superintendent of schools.

This policy conceives the functions of standing and temporary committees to be investigative and deliberative preliminary to actions of the Board of Education. Standing committees shall be confined to activities directly related to the scope and objectives approved by the Board of Education, as established in the preliminary reports due each September, pursuant to Section 8120.6f of this policy.

Requesting Staff Assistance
Subsection 8120.7a

Upon the request of committee chairpersons, the superintendent of schools shall assign staff members to assist the committees' work. The chairpersons of standing committees shall make requests for staff assistance to the superintendent of schools prior to August 1.

Generally, one or two members of the school staff will be assigned by the superintendent of schools for administrative liaison and clerical assistance.

Administrative Liaison
Subsection 8120.7b

An administrator of the school district, usually a district office administrator, may be assigned by the superintendent of schools to work with a committee for the duration of its term. The role of an assigned administrator shall be to assist the committee chairperson in the preparation of meetings, reports and investigatory work. The assigned administrator shall not have the right to vote on any committee matters.

The assigned administrator does not represent the superintendent of schools. Accordingly, actions and activities, including information gathering, by the assigned administrator require the prior approval of the superintendent of schools.

Clerical Assistance
Subsection 8120.7c

The superintendent of schools may assign clerical assistance to committees upon the requests of chairpersons. When clerical assistance is provided by the superintendent of schools, it will be for such purposes as keeping meeting minutes, preparing reports, mailing notices of meetings and maintaining correspondence with persons or groups having contact with the committee.

Committees of School Board Members (Continued)

Annual Evaluation
Section 8120.8

Each committee authorized by Section 8120.3 of this policy shall make an evaluation of its work at the conclusion of its term. The evaluation shall be submitted to the Board of Education as part of its final report, as required by Subsection 8120.6f of this policy.

The annual evaluation of committee work shall contain information which will assist the president of the Board of Education in the structuring of standing committees for the succeeding year. The evaluation shall contain a status study of school district operations before and after the committee's effort.

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October 18, 2021

RULES OF THE BOARD OF EDUCATION GOVERNING DEPORTMENT OF PARTICIPANTS AT PUBLIC SESSIONS OF THE SCHOOL BOARD

Statement of Purpose
Section 8344.1

The following rules are adopted with the intention of assuring the propriety necessary for the deliberate and expeditious functioning of public sessions of the Board of Education.

It is not the purpose of these rules to delimit the fundamental right of Board of Education members, the superintendent of schools, the school superintendent's staff, district employees, or non-resident and resident visitors to be heard on any matter which concerns any individual; these rules have been constructed with the intention of outlining those prerogatives which the Board of Education and its presiding officer must be able to exercise in order that the Board of Education can meet its obligations to the school district community to which it is responsible.

Application of Rules
Section 8344.2

The rules hereby adopted shall govern the conduct of the Board of Education, school board consultants, the superintendent of schools, the school superintendent's staff, district employees, resident citizens, non-resident citizens, students and all other persons, whether or not their presence is authorized, attending public sessions of the Board of Education.

Authority Vested in Presiding Officer
Section 8344.3

Order and decorum at public sessions of the Board of Education shall be preserved by the school board president or in the Board of Education president's absence a designated substitute (vice-president, district clerk, other school board member, or district employee).

It will be the responsibility of the school board president, or the individual presiding on the school board president's behalf, to insist that each participant at a public session be recognized by the chair before offering a question or statement to the Board of Education.

The school board president, or one presiding on the school board president's behalf, will insist that public members of the audience identify themselves and state their residence-addresses and to whom their questions or statements are directed before asking such questions or making any statements.

The school board president, or one presiding on the school board president's behalf, in such person's discretion, may limit or restrain members

Rules of the Board of Education Governing Deportment, etc. (Continued)
Authority Vested in Presiding Officer (8344.3) (Continued)

of the Board of Education or public when it is necessary in order that the business of the Board of Education may be expeditiously concluded.

If in the discretion of the school board president, or an individual presiding on the school board president's behalf, it is necessary to remove any member of the public attending a school board session, the clerk of the school district will be called upon to arrest and remove such person in a manner appropriate to the circumstances.

If in the discretion of the school board president, an individual presiding on the school board president's behalf, or an individual school board member, it is necessary to remove any member of the Board of Education, a motion to that effect will be called for by the school board president, an individual presiding on the school board president's behalf, or an individual school board member; only upon the carrying of such motion by a majority of the vote of the school board in attendance will the clerk of the school district be called upon to arrest and remove such school board member in a manner appropriate to the circumstances.

The clerk of the school district may, if it becomes necessary, call upon the assistance of any individual the clerk may deem appropriate to enforce order in the Board of Education meeting room or in the lobby adjoining such meeting room.

Deportment Mandated by These Rules
Section 8344.4

The following participants in public sessions of the school board will be required to comply with the specified rules of conduct:

1. School Board Members, School Board Consultants, the Superintendent of Schools, and the School Superintendent's Staff -- While an individual member of this category is speaking to debate, giving notice, making a motion or report, or presenting a petition or other paper, such person shall not proceed until the person has addressed the school board president, or an individual presiding on the school board president's behalf, and has been recognized by the school board president or appropriate designee.

   While a member is speaking, no other member shall entertain any private discourse or interrupt that member in any other manner.

   While the school board president, or an individual presiding on the school board president's behalf, is putting a question before the Board of Education, no member shall leave the member's place. It will be the responsibility of the school board president to clearly reiterate the question being put before the Board of Education before any action is taken on the question.

Rules of the Board of Education Governing Deportment, etc. (8344.Continued)
Deportment Mandated by These Rules (8344.4) (Continued)

2. Visitors, Students and Others Present at Board of Education Meetings -- Each member of the public offering a question or statement to the Board of Education must be recognized before proceeding with the question or statement; said member of the public will only be recognized following a statement of the individual's name and residence-address.

Interference with the deliberative functioning of the Board of Education will not be tolerated, and in the discretion of the school board president, or an individual presiding on the school board president's behalf, any individual indulging in any activity which prevents the school board's operating in a resolute manner will be subject to ejection from the public session of the Board of Education.

Recording Proceedings and Meetings
Subsection 8344.4a

No person shall record the proceedings of the meetings of the Board of Education, or any part thereof, by electronic or other type of recorder, nor with a stenographic or similar machine, nor by motion picture, television or any other type of camera or visual record, nor shall any person broadcast or transmit the proceedings or any party thereof, without first informing the district clerk of his/her intention to do so prior to the opening of the meeting in question. In addition, any type of recording or broadcast described above can be conducted only if it is unobtrusive and done without undue distraction. This rule shall not be construed to prohibit the making of notes by any person or persons at such meetings, whether or not such notes shall constitute a complete transcript of the proceedings, nor shall this rule apply to the district clerk or to members of the Board of Education.

Penalties and Enforcement
Section 8344.5

When invoked, the penalty of ejection or restraint shall be invoked by the school board president, or an individual presiding on the school board president's behalf, who shall first direct the violator to leave the school board meeting room or any other facility in which the Board of Education is conducting its public session.

In the event of the violator's failure or refusal to do so, as prescribed heretofore, the school board president, or an individual presiding on the school board president's behalf, shall call upon the district clerk to take appropriate action.

Rules of Board of Education Governing Deportment, etc. (Continued)

Context of These Rules
Section 8344.6

The rules set forth above and the remedies and penalties provided for their enforcement are in addition to all the rules, regulations and requirements of applicable New York State laws, the Patchogue-Medford Board of Education Policy Handbook, "Robert's Rules of Order," and the rules and regulations of the Patchogue-Medford Board of Education for the maintenance of public order on school property.

Policy Submitted:
December 16, 1974

Policy Adopted:
January 20, 1975

Policy Revised:
January 28, 1991

Policy Revised:
September 28, 1998

ARTICLE IX

BYLAWS OF THE BOARD

1. Organization

Membership 9110
Terms of Office
Appointment to School Board (Unexpired Term) 9120.1
Officers 9130

2. Duties of Officers, Members and Auxiliary Personnel

President....9210
Vice President 9220
School District Clerk....9230
School District Treasurer 9240
Function 9240.1
Terms of Employment and Salary 9240.2
Fidelity Bond 9240.3
Procedural Regulations 9240.4
Code of Ethics....9240.5
Delegation of Treasurer's Responsibilities....9241
Individual Members
Attendance at Meetings....9280.1
Code of Ethics....9290

3. Methods of Operation

Adoption of Policies 9310
Equity, Inclusivity, and Diversity in Hiring....9320
Reorganization Meeting....9341
Agenda for Reorganization Meeting....9341.1
Regular Meetings....9342
Notice of Meetings....9342.1
Open Meetings -- Executive Sessions....9342.4
Agenda. 9342.5
Agenda Preparation and Dissemination....9342.6
Quorum 9342.7
Order of Business....9342.8
Special Meetings....9343

4. District Meetings

Annual Meeting of the Voters....9410
Board of Registry....9410.1
Qualification of Voters 9410.2
Challenges....9410.3
Notice of Election 9410.4
Special District Meetings....9410.5

ARTICLE IX

BYLAWS OF THE BOARD

4. District Meetings (Continued)

Permanent Registration....9410.6
Petition of Candidacy for Membership on the Board of Education....9410.7
Compliance of the Annual Meeting with Federal and State Regulations...9420
Placing Amendments or Propositions on the Ballot....9440

5. District Elections

Election of Members of the Board of Education....9510
Qualifications of Board Members....9510.1
Vacancies on the Board of Education....9510.2
Nominating Procedures....9510.3
Names on Ballots....9510.4
Certification of Election....9510.5
Absentee Ballots....9560.2

Revised: October 18, 2021
Revised: December 18, 2023

MEMBERSHIP

Pursuant to Section 1702 of the Education Law of the State of New York, the Board of Education shall consist of seven (7) members, who shall serve for terms of three (3) years. The terms shall be overlapping, two (2) members being elected for each of the first two of each series of three years, and three (3) the third year.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Reviewed:
November 22, 2021

APPOINTMENT TO BOARD OF EDUCATION
(Unexpired Term)

Pursuant to Section 1709 of the Education Law of the State of New York, in the event of death, resignation, removal from office or change of residence from the school district, or refusal to serve of any member, the Board of Education may elect a new member to fill such vacancy; and the person so appointed in the place of any such member of the Board of Education shall hold the office until the next annual election. The Board of Education may also elect to keep the seat vacant until the next annual election.

Board members who are elected to unfilled seats at the Annual Meeting will take office immediately upon their election to complete the Unexpired Term.

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Revised:
November 22, 2021

OFFICERS

Pursuant to Sections 1701 and 2130 of the Education Law of the State of New York, at the first meeting of the Board of Education of each fiscal year, a president and a vice-president shall be elected by the members thereof. The school board shall also appoint a clerk and a treasurer.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
July 2, 2013

Policy Revised:
July 7, 2021

9210

THE PRESIDENT

The president shall preside at all Board of Education meetings, shall decide questions of order in accordance with Roberts Rules of Order; shall appoint all committees as directed by the school board; shall have the right to offer resolutions, discuss questions, and to vote thereon; shall sign on behalf of the school board all diplomas, contracts and other documents requiring the president's signature; and shall perform all other duties as ordinarily fall upon the presiding officer of a legislative body or as may be prescribed by the Board of Education.

Policy Adopted:
August 28, 1973

Policy Revised:
April 30, 1979

Policy Revised:
December 16, 1991

Policy Reviewed:
November 22, 2021

THE VICE-PRESIDENT

The vice-president shall exercise the powers and perform the duties of the president of the Board of Education in the president's absence.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
July 2, 2013

Policy Revised:
July 7, 2021

THE SCHOOL DISTRICT CLERK

Pursuant to Section 2121 of the Education Law of the State of New York, the school district clerk shall, in addition to performing the duties prescribed by law, act as clerk of the Board of Education, and shall: attend all regular and special meetings of the school board; make full and accurate minutes of the proceedings of the school board; give notice of all meetings of the school board; keep all records and official papers pertaining to district meetings and elections; and perform all other such duties as the Board of Education or superintendent of schools may require.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Reviewed:
January 24, 2022

SCHOOL DISTRICT TREASURER

The purpose of this policy is to set forth the functions, term of employment and bonding requirements of the district treasurer and authorize the promulgation of Board of Education procedural regulations pertaining to the treasurer's employment. (References: New York State Education Law, Section 2130; Chapter 129 of the Laws of 1969; Regulations of the Commissioner of Education, Part 170.2)

Function
Section 9240.1

The treasurer is employed by and responsible to the Board of Education for the collection, control, and disbursement of all school district funds, and shall submit periodic reports as required by procedural regulations established pursuant hereto or as requested by the Board of Education or the superintendent of schools. In addition, the treasurer shall execute an oath of office and perform all other duties of a fiscal nature required by law, Regulations of the Commissioner of Education, or assigned by the Board of Education or the superintendent of schools.

Terms of Employment and Salary
Section 9240.2

The treasurer shall serve at the pleasure of the Board of Education at a salary established by it.

Fidelity Bond
Section 9240.3

A prospective treasurer shall secure, at the expense of the school district, a fidelity bond with a reputable New York indemnity company in the amount of $1,000,000 prior to assuming the treasurer's duties and within ten (10) days of the treasurer's designation. The Board of Education shall, if acceptable to it, approve such bond and endorse its approval thereon or indicate acceptance of the bond by a certification of the district clerk.

Procedural Regulations
Section 9240.4

The Board of Education shall promulgate procedural regulations pursuant to this policy setting forth the duties and responsibilities of the treasurer, establishing the logistical and information support to be furnished the treasurer by school district administrative personnel, and establishing a treasurer's code of conduct.

School District Treasurer (Continued)

Code of Ethics
Section 9240.5

The school district treasurer shall be subject to and observe the Code of Ethics applicable to members of the Board of Education.

Policy Adopted:
March 21, 1977
Policy Revised:
December 16, 1991
Policy Revised:
January 28, 2013

PROCEDURAL REGULATION
(Pursuant to Policy #9240 – School District Treasurer

I. Duties of the Treasurer

The treasurer shall:

A. Record on provided forms the financial transactions (cash) of the district as promulgated in the "Uniform System of Accounts for School Districts."

B. Utilize for each fund a prenumbered receipt form, printed in quadruplicate, to be issued by the treasurer or persons other than the treasurer authorized to receive monies; original thereof to payer, a copy to the business office with money or bank deposit receipts, a copy retained by the person authorized to receive money, and a copy to remain in the receipt book that is returned to the treasurer.

C. Render to the Board of Education a monthly report of each fund showing:

1. Cash balance on hand at the beginning of each month;
2. Receipts by source during the month;
3. Total disbursements in gross during the month;
4. Cash balance on hand at the end of the month;
5. Cash reconciliation at the end of the month which shall show current outstanding checks and deposits in transit, in gross, and "NG" checks, stale checks, and debit/credit discrepancies in detail.

The monthly reports for all fund accounts shall be submitted at the second Board of Education business meeting following the close of the month reported.

D. Maintain records showing the daily activity for each fund in separate funds within the financial software utilized by the district.

E. Sign checks and wire authorization forms to pay district obligations

F. Requisition from the administration in a timely manner all receipt books, cash books, and other supplies required to perform clerical duties.

G. Provide to the administration the monthly reports at least fourteen (14) business days immediately preceding the monthly business meeting of the Board of Education.

H. Serve as a member of Board of Education committees when appointed by the board president.

Procedural Regulations (Continued)
Duties of the Treasurer (Continued)

I. Respond to all reasonable requests for information within the scope of the treasurer's duties from the Board of Education or superintendent of schools.

J. Approve wire transfers prior to release, along with the Assistant Superintendent for Business and Internal Claims Auditor.

K. Reconcile all online bank transactions.

L. Discusses accounting and financial problems with the assistant superintendent for business, and other responsible officials of the district.

M. As outlined in section 170.2 of the Commissioner's regulations, render quarterly reports to the Board or Education (monthly in the event that budget transfers have been made since the last report), for each fund including no less than the revenue and appropriation accounts required in the annual State budget form. The report shall show the status of these accounts in at least the following detail:

a. Revenue accounts:
    i. Estimated revenues;
    ii. Amounts received to date of report;
    iii. Revenues estimated to be received during balance of the fiscal year;
b. Appropriation accounts:
    i. Original appropriations;
    ii. Transfers and adjustments;
    iii. Revised appropriations;
    iv. Expenditures to date;
    v. Outstanding encumbrances;
    vi. Unencumbered balances.

N. Record specific information on District notes in a note register.

II. District Administrative Support

The administrator of the school district designated by the Board of Education or, in the absence of such designation, the assistant superintendent for business shall:

A. Provide the treasurer working and storage space, together with all required clerical assistance, office machines, equipment, and supplies to efficiently perform the duties of the office.

Procedural Regulations (Continued)
District Administrative Support (Continued)

B. Receive monthly statements and cancelled checks from each depository. Prepare reconciliation and draft a worksheet for each bank account on a monthly basis to be given to the treasurer on a timely basis. Bank statements and cancelled checks will remain on file in the Administrative Center.

C. Make miscellaneous bank deposits and promptly report the details of same to the treasurer.

D. Provide the treasurer with information relating to general fund revenue, outstanding loans (after receiving the treasurer's receipts), and any other information required by the treasurer to perform the duties of the office.

E. Prepare and furnish to the treasurer as required by the treasurer or for the treasurer's information the following schedules:

1. Investment balances (monthly);
2. Bank reconciliations (monthly);
3. Other financial reports as requested

F. Review treasurer's reports, make required entries in accounting records or advise fund depositories as appropriate to reflect or to correct reconciling items with particular attention to "NG" checks, stale checks, and debit/credit discrepancies.

G. Render all reasonable assistance to the treasurer to aid the treasurer in the performance of the treasurer's official duties.

III. Code of Conduct

The treasurer occupies a critical, sensitive position in the efficient and orderly conduct of the financial affairs of the school district. The treasurer's relationship to the Board of Education and district administrative personnel should be characterized by a willing attitude and a spirit of harmonious cooperation for the treasurer to perform the treasurer's duties effectively. Yet, the treasurer's primary concern must always be the proper handling of district monies. It is for these reasons that the following guidelines are established.

The treasurer shall:

A. Perform work which involves school district administrative personnel to the greatest extent possible during regular business hours.

B. Be readily available to assist in or to perform transactions involving the treasurer's position.

Procedural Regulations (Continued)
Code of Conduct (Continued)

C. Maintain the confidentiality of all school district matters to which the treasurer has access or of which the treasurer may become aware, and refer all requests for information from the media or others to the Board of Education president or the superintendent of schools.

D. Take all reasonable steps and precautions to safeguard district records and equipment in the treasurer's possession.

E. Refrain from conducting non-district-related activities while on district business.

F. Request advance permission of the superintendent of schools or the school superintendent's designee prior to removal of records other than the treasurer's own or equipment from the district.

G. Refrain from becoming involved in district administrative matters outside the scope of the treasurer's duties.

H. Promptly advise the president of the Board of Education as to: (1) matters affecting the treasurer's ability to perform the treasurer's duties; (2) non-compliance with any requirements of the treasurer's position for whatever reason; (3) important, non-routine correspondence received from outside sources; and (4) any other matters of an important nature, in the treasurer's discretion.

I. Notify the president of the Board of Education or the president's designee well in advance of vacation plans which affect the treasurer's duties or attendance at meetings, and develop plans for continuance of the treasurer's work while absent.

J. Notify the president of the Board of Education, in writing, not later than June 1 of each year of the treasurer's desire (or non-desire) for reappointment for the ensuing fiscal year and the minimum acceptable salary for that period.

Regulations Adopted:
March 21, 1977

Regulations Revised:
December 16, 1991

Regulations Revised:
January 28, 2013

DELEGATION OF TREASURER RESPONSIBILITIES

Chapter 129 of the Laws of 1969 designates the treasurer as the Chief Accounting Officer of the school district. The Board of Education hereby delegates to the School Business Administrator the responsibilities for maintaining the financial records and the performance of the accounting function.

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Revised:
November 22, 2021

ATTENDANCE AT MEETINGS

Pursuant to Section 2109 of the Education Law of the State of New York, it shall be the duty of each member of the Board of Education to attend all meetings of the board and, if any member shall refuse to attend any three (3) successive meetings of the board, after having been regularly notified, if satisfactory cause of the member's non-attendance be not shown, the school board may proceed to declare that member's office vacated.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Reviewed:
November 22, 2021

CODE OF ETHICS

Section 1: Purpose

Under the terms of this policy, rules of conduct considered to be of a nature within the bounds of ethical practices are promulgated for officers, employees, and agents of the Patchogue- Medford Union Free School District. These rules are to be considered as a guide for conduct.

These rules are not to be in conflict with, or to propose superscription of, any state or federal law.

Section 2: Definition

A. The term "municipal officer or employee" shall apply to any officer or employee of the school district, whether paid or unpaid, including the members of any administrative board, commission, committee or other agency.

B. "Interest" shall mean a pecuniary or material benefit accruing to a municipal officer or employee as the result of a business or professional transaction with the municipality which such officer or employee serves.

For the purpose of this policy, a municipal officer or employee shall be deemed to have an interest in a business or professional transaction with:

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

Section 3: Standards of Conduct

Every officer or employee shall be subject to the following standards of conduct:

A. Gifts -- The officer or employee shall not directly or indirectly solicit any gifts or accept or receive any gift having a value of $75.00 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form under circumstances in which it could be reasonably inferred that the gift was intended to influence the officer or

Code of Ethics (Continued)
Section 3: Standards of Conduct (Continued)

employee or could reasonably be expected to influence the officer or employee in the performance of the officer's or employee's duties, or was intended as a reward for any official action on the officer's or employee's part.

B. Confidential Information -- The officer or employee shall not disclose confidential information acquired in the course of the officer's or employee's official duties or use such information to further the officer's or employee's personal interests.

C. Compensation for Services Rendered on the Board of Education --

1. The officer or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the Board of Education or in connection with the employment or appointment of any member, officer or employee of this school district.

2. The officer or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the Board of Education whereby the officer's or employee's compensation is to be dependent or contingent on any action by said Board of Education with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services which the officer or employee renders.

D. Disclosure of Interest -- The officer or employee shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest the officer or employee may have in any matter then under discussion by the Board of Education, including, but not limited to, any relationship by blood or marriage with any person or persons under consideration for appointment or hiring.

E. Investments in Conflict with Official Duties -- The officer or employee shall not invest or hold any investment directly or indirectly in any financial, business, commercial or other transaction which creates a conflict with the officer's or employee's official duties.

Code of Ethics (Continued)

F. Employment -- The officer or employee shall not engage in, solicit, negotiate for, or promise to accept employment or render services when such employment or service creates a conflict with or impairs the proper discharge of the officer's or employee's official duties.

G. Future Employment -- The officer or employee shall not, after the termination of the officer's or employee's employment or appointment with this school district, appear before any board or agency of the school district in relation to any case, proceeding or application in which the officer or employee personally participated during the officer's or employee's employment or appointment.

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

Section 4: Exceptions

Provisions of Section 3 of this policy shall not apply to:

A. the designation of a bank or trust company as a depository, paying agent, or for investment of funds of a municipality except when the chief fiscal officer of this school district, the treasurer thereof, or the treasurer's deputy or employee, has an interest in such bank or trust company, provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

B. a contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

Code of Ethics (Continued)
Section 4: Exceptions (Continued)

C. the designation of a newspaper, including, but not limited to, an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

D. the purchase by the school district of real property or an interest therein, provided that the purchase and consideration therefore is approved by an order of the Supreme Court upon petition of the Board of Education;

E. the acquisition of real property or an interest therein, through condemnation proceedings according to law;

F. a contract with a membership corporation or other voluntary nonprofit corporation or association;

G. the sale of bonds and notes pursuant to applicable sections of the Local Finance Law of the State of New York;

H. a contract in which a municipal officer or employee has an interest if such contract was entered into prior to the time the municipal officer or employee was elected or appointed as such officer or employee, but this paragraph shall in no event authorize a renewal of any such contract;

I. employment of a duly licensed physician as school physician for a school district upon authorization by a two-thirds (2/3) vote of the Board of Education of such school district, notwithstanding the fact that such physician shall have an interest, as defined in the General Municipal Law of the State of New York, in such employment;

J. a contract with a corporation in which a municipal officer or employee owns less than five percent (5%) of the outstanding stock;

K. contract with a hospital clinic, laboratory or other similar institutions for services and facilities under the New York State Mental Hygiene Law;

L. a contract for the furnishing of public utility services when the rates or charges therefor are fixed or regulated by the public service commission;

M. a contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of the officer's or employee's official duties and are designated as the officer's or employee's office;

Code of Ethics (Continued)
Section 4: Exceptions (Continued)

N. a contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office.

O. a contract in which a municipal officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of $100.

Section 5: Filing of Damage Suit

Nothing herein shall be deemed to bar or prevent the timely filing by a present or former municipal officer or employee of any claim, account, demand or suit against this school district, or any agency thereof, on behalf of the municipal officer or employee or any member of the municipal officer's or employee's family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Section 6: Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly or intentionally violate any of the provisions of this Code may be fined, suspended, or removed from the office or employment, as the case may be, in the manner provided by law.

Section 7: Entrustment by the Public

Each member of the Board of Education of the Patchogue-Medford Union Free School District represents all citizens of the school district, and recognizes that:

A. fellow citizens have entrusted members of the Board of Education with the educational development of the children and youth of the community;

B. the public deservedly expects the first and greatest concern of members of the Board of Education to be in the best interest of each and every one of these young people and of all the citizens of the community without distinction as to who they are and what their background may be;

C. the public deservedly expects members of the Board of Education to be vitally concerned with the proper expenditure of public funds and, therefore, expects the establishment of sound fiscal policies so as to insure the most efficient and judicious expenditure of all public funds entrusted to the Board of Education;

Code of Ethics (Continued)
Section 7: Entrustment by the Public (Continued)

D. the future welfare of the community, of the state, and of the nation depends in the largest measure upon the quality of education provided in the public schools.

Section 8: Relationships with Other Board Members

Members of the Board of Education of the Patchogue-Medford Union Free School District further recognize that:

A. a board of education is legally empowered to act only at a public meeting through a majority of its members;

B. it is in the best interest of the children and parents of the community that school board actions and decisions be based on an honest exchange of views among board members based on all the information available concerning any specific matter;

C. it is the function of a board of education to establish broad policy mandates and educational goals, and to address itself to categories of problems rather than individual difficulties.

Section 9: Personal Responsibilities

In view of the foregoing considerations, it shall be the constant endeavor of each member of the Board of Education:

A. to work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate of points at issue;

B. to present to all members of the Board of Education any information which may assist the school board in the discharge of its duties;

C. to base personal decisions upon all available facts in each situation; to vote honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by the final majority decision of the school board;

D. to remember at all times that an individual has no legal authority outside the meetings of the school board, and to conduct relationships with school staff, local citizenry, and all media of communication on the basis of this fact;

E. to resist temptations and outside pressures to use the position as a school board member for personal benefit or to benefit any other individual or agency apart from the total interest of the school district;

Code of Ethics (Continued)

Section 9: Personal Responsibilities (Continued)

F. to issue formal directives or orders to the superintendent of schools on the authorization of the Board of Education only;

G. as a school board member, to visit district schools only under procedures duly authorized by the Board of Education; to visit schools in the district under any other circumstances subject to the policies and customs of the district regulating the visitation of schools by residents of the district;

H. to recognize that it is as important for the school board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation;

I. never to neglect personal obligation to the community and legal obligation to the state, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, to have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong as the greatest instrument for the preservation of the representative democracy.

Section 10: Distribution of Code of Ethics

The Superintendent of Schools shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the school district. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the district's jurisdiction in a place conspicuous to the district's officers and employees.

Section 11: Federal Procurement

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept

Code of Ethics (Continued)
Section 11: Federal Procurement (Continued)

gratuities, favors, or anything of monetary value from contractors or parties to subcontracts except as otherwise permitted under this Policy. Violations of this section may result in disciplinary sanctions up to and including termination or removal from office.

Policy Adopted:
December 7, 1970
Policy Revised:
December 16, 1991
Policy Revised:
September 24, 2012
Policy Revised:
August 26, 2019
Policy Reviewed:
November 22, 2021
Policy Reviewed:
August 21, 2023
Policy Reviewed:
August 26, 2024

ADOPTION OF POLICIES

Within the provisions of the laws of New York State, the Board of Education serves as the elected representative body responsible for the operation of schools in the local school district.

The school board functions in regularly scheduled and special meetings as a planning, decision-making and policy-making group. The responsibility for administration of the district, under the direction of the Board of Education, is left to the superintendent of schools. In so far as possible, direction is given to administration and schools by adoption by the school board of formal statements. These formal statements, policies, give the administration guidance and direction in specific areas.

Adoption of policies is the responsibility solely of the Board of Education. These policies serve as a guide for discretionary action by the school administration. Policies must be narrow enough to give clear guidance to the superintendent of schools as the school superintendent makes decisions, but must be broad enough to allow the superintendent of schools to use the school superintendent's own discretion in making decisions.

1. Whenever the superintendent of schools, individual members of the Board of Education, or the school board as a whole, recognize the need for policy adoption or change in a specific area, this intention will be first discussed by the Board of Education and the superintendent of schools.

2. Ordinarily the initial development of a new policy statement should be explored with the Board of Education in an effort to determine a consensus of perspective prior to final drafting. Upon delegation of the school board, the superintendent of schools will involve any and all staff members and resource personnel whom the school superintendent deems appropriate to prepare a draft policy for consideration by the Board of Education. This policy drafting will be accomplished with only the staff and community members involved and required.

3. A draft policy or policy change will be presented by the superintendent of schools at a regularly scheduled meeting of the Board of Education. Generally, the school board will take no formal action on the policy during the meeting at which it is originally presented. However, upon unanimous vote of the school board members present and voting, a resolution may be enacted adopting any such new or revised policies at the same meeting at which these were first presented. At all other times, and at a regularly scheduled meeting, the Board of Education may:

   A. Adopt the policy as submitted;

Adoption of Policies (Continued)

B. Refer the policy back to the superintendent of schools for revisions suggested by the Board of Education;

C. Set a public hearing for consideration of the policy;

D. Refer the policy to counsel for a legal opinion;

E. Table adoption or consideration of the policy for a later date.

In all cases, the submission of the draft policy and the fact of consideration of the policy will be acknowledged by notation in the official minutes of the Board of Education.

4. In the event of an emergency situation, the Board of Education, at its discretion, may waive any or all of the provisions of this policy.

5. An exception to Section 3 of this policy (first reading requirement) shall be the adoption of family eligibility criteria for free and reduced price meals and free milk for publication in Policy #3546.1 herein. The superintendent of schools may recommend, and the school board may pass, an authorizing resolution adjusting the gross annual incomes established by New York State to be used to determine eligibility for free and reduced price meals and free milk. The newly adopted table of gross annual incomes shall become effective immediately upon the passage of the school board resolution.

Policy Adopted:
January 18, 1971

Policy Revised:
March 15, 1971

Policy Revised:
October 16, 1977

Policy Revised:
December 16, 1991

Policy Revised:
September 28, 1998

Policy Reviewed:
November 22, 2021

EQUITY, INCLUSIVITY, AND DIVERSITY IN HIRING

The Board of Education is committed to providing an equitable, inclusive, and diverse learning environment for all students to reach their highest potential. To achieve a positive and inclusive learning environment, the Board strives to implement and maintain recruitment processes and procedures to secure quality candidates that welcome, celebrate, and promote respect. As the employer for the school district, the Board will provide and sustain qualified and certified instructional and support personnel to carry out the education programs of the District consistent with the District's commitment not to discriminate against applicants or employees on the basis of age, race, creed or religion, color, national origin, sexual orientation, military status, gender, disability which can be reasonably accommodated without undue hardship, genetic predisposition or carrier status, marital status or any other classification protected by law.

Consistent with the above, the Superintendent and/or designees will facilitate screenings and committee interviews for employee candidates. Thereafter, it shall be the duty of the Superintendent to present a recommendation for a candidate to the Board. The Board of Education reserves the right to participate in the interview process where it is determined there is a need to do so.

Adopted:

December 18, 2023

REORGANIZATION MEETING

Pursuant to Section 1707 of the Education Law of the State of New York, the annual reorganization meeting of the Board of Education shall be held at a place designated by the Board of Education, on the first Tuesday in July. If that is a legal holiday, then the meeting must be held on the first Wednesday in July. Alternatively, the Board of Education may, by resolution, decide to hold the annual reorganization meeting at any time during the first 15 days in July.

Policy Adopted:
August 28, 1973

Policy Revised:
December 16, 1991

Policy Revised:
September 23, 2002

Policy Reviewed:
November 22, 2021

REORGANIZATION MEETING AGENDA

The agenda for the annual reorganization meeting of the Board of Education shall include, but not be limited to, the following:

1. Election or appointment of the following officers:

   A. President of the Board of Education
   B. Vice President of the Board of Education
   C. District clerk with salary
   D. District treasurer with salary
   E. Legal counsel
   F. External auditors with salary
   G. Treasurer of Extra-class Activity Fund
   H. Medical inspectors
   I. Purchasing agents
   J. Internal auditors with salary
   K. Insurance broker
   L. Voter registrars
   M. Federal aid coordinators
   N. Certifying officers for federal aid
   O. Certifying officers for payroll
   P. Equity compliance officer
   Q. Authorized representative for Public Law 874
   R. Census takers
   S. Approving agent for personal expenses

2. Designation of banks to serve as official depositories for school district funds.

3. Designation of amount of school district treasurer's bond and employee bonds.

4. Establish mileage rate for automobile travel by authorized personnel.

5. Adopt resolution to be directed to the Town of Brookhaven Supervisor designating the school district treasurer as the official to whom school district funds are to be paid.

6. Approve petty cash funds for designated individuals.

7. Appointment of committees as established in Policy #8120 herein.

8. Set date, time and place of regular meetings of the Board of Education for the new fiscal year.

9. Designation of official newspapers.

Annual Reorganization Meeting Agenda (Continued)

10. Designation of officials authorized to sign bank checks and to transfer bank accounts.

11. Appoint the members of committees, including, but not limited to:

    a. Committees on Special Education
    b. Other Committees

Policy Adopted:
August 28, 1973

Policy Revised:
April 30, 1979

Policy Revised:
December 16, 1991

Policy Revised:
September 23, 2002

Policy Revised:
July 2, 2013

Policy Revised:
July 7, 2021

REGULAR MEETINGS OF THE BOARD OF EDUCATION

There shall be one regularly scheduled meeting each month for the purpose of conducting the business of the district. At other times throughout the year, upon action of the Board of Education, additional meetings may be scheduled for purposes determined by the Board of Education.

The date and time of each business meeting will be established at the annual reorganization meeting of the Board of Education.

The district clerk shall place a notice of the regular meeting of the Board of Education in each school building, on the district website and send it to the local newspapers for publication based on their choice.

Policy Adopted:
August 28, 1973
Policy Revised:
December 16, 1991
Policy Reviewed:
August 12, 2002
Policy Revised:
November 22, 2021