

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS**

The District will follow all applicable requirements in the Uniform Grant Guidance (2 CFR Part 200) whenever it procures goods or services using federal grant funds awarded through formula and/or discretionary grants, including funds awarded by the United States Department of Education as grants or funds awarded to a pass-through entity, such as the New York State Education Department, for subgrants.

**Uniform Grant Guidance Requirements**

Under the Uniform Grant Guidance, the District will, among other things:

- a) Maintain and use its own documented procedures for transactions under a federal award or subaward, including for acquisition of property or services. These documented procurement procedures must be consistent with state, local, and tribal laws and regulations and the standards identified in law.
- b) Establish, document and maintain effective internal control over the federal award that provides reasonable assurance that the District is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. Internal controls means a process, implemented by the District, designed and implemented to provide reasonable assurance regarding the achievement of objectives in the following categories:
  1. Effectiveness and efficiency of operations;
  2. Reliability of reporting for internal and external use; and
  3. Compliance with applicable laws and regulations.
- c) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- d) Evaluate and monitor the District's compliance with statutes, regulations, and the terms and conditions of federal award.
- e) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.
- f) Take reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the federal agency or pass-through entity designates as sensitive or other information the District considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

5413

Non-Instructional/Business Operations 2 of 3

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS**

- g) Maintain oversight to ensure contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- h) Maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.
- i) Have procurement procedures in place to avoid the acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase.
- j) Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed contract. Consideration will be given to matters such as contractor integrity, compliance with public policy, proper classification of employees past performance record, and financial and technical resources when conducting a procurement transaction.
- k) Maintain records that sufficiently detail the history of each procurement including, but not limited to:
  - 1. Rationale for the procurement method;
  - 2. Contract type selection;
  - 3. Contractor selection or rejection; and
  - 4. The basis for the contract price.
- l) Use time and material contracts, only after a determination that no other contract is suitable and the contract includes a ceiling price that the contractor exceeds at its own risk.
- m) Conduct all procurement transactions in a manner providing full and open competition consistent with the standards of the Uniform Grant Guidance.
- n) Have written procedures for procurement to ensure that all solicitations:
  - 1. Incorporate a clear and accurate description of the technical requirements for the property, equipment, or service being procured; and
  - 2. Identify any additional requirements which the offerors must fulfill and all other factors that will be used in evaluating bids.
- o) Ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum competition.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

5413

Non-Instructional/Business Operations 3 of 3

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS**

- p) Use one of the following methods of procurement, which include:
1. Micro-purchases;
  2. Simplified acquisitions;
  3. Sealed bids;
  4. Proposals; and
  5. Noncompetitive proposals.
- q) Have written procedures for conducting technical evaluations and making selections.
- r) When possible, ensure that small businesses, minority businesses, women's business enterprises, veteran-owned businesses and labor surplus area firms are considered.
- s) To the greatest extent practicable and consistent with law, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products).
- t) To the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy and water efficient; and are sustainable.
- u) Include in all contracts made by the District the applicable provisions contained in Appendix II of the Uniform Grant Guidance -- Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.
- v) Perform a cost or price analysis for every procurement transaction, including contract modifications, in excess of the simplified acquisition threshold.
- w) Comply with the non-procurement debarment and suspension standards which prohibit awarding contracts to parties listed on the government-wide exclusions in the System for Award Management (SAM).

2 CFR Sections 200.61, 200.303, 200.318, 200.319, 200.320, 200.321, 200.322, 200.323, 200.324, 200.326,  
and 200.327

2 CFR Part 200, App. II; 34 CFR Parts 76 and 77

NOTE: Refer also to Policies #5410 - Purchasing  
#5411 - Contracts for Instruction  
#5413 - Procurement: Uniform Grant Guidance of Federal Awards  
#5570 - Financial Accountability  
#5670 - Records Management  
#6110 - Code of Ethics for Board Members and All District Personnel  
#6161 - Conference/Travel Expense Reimbursement

Adoption Date: 01/27/2026  
05/22/2023

**SUBJECT: SCHOOL SAFETY PLANS**

The District considers the safety of its students and personnel to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-Wide School Safety Plan and the Building-Level Emergency Response Plan(s) will be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies. These plans will be reviewed and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

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

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

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

**District-Wide School Safety Plan**

District-Wide School Safety Plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management, and the provision of remote instruction during an emergency school closure, at the district-level, and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-Wide School Safety Plan will be developed by the district-wide school safety team appointed by the Board. The district-wide school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. The district-wide school safety team will consider, as part of their review of the comprehensive District-Wide School Safety Plan, the installation of a panic alarm system. At the discretion of the Board, a student may be allowed to participate on the district-wide school safety team.

Continued

**SUBJECT: SCHOOL SAFETY PLANS**

The District-Wide School Safety Plan will include, but not be limited to:

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

Continued

**SUBJECT: SCHOOL SAFETY PLANS**

- g) The identification of district resources which may be available for use during an emergency;
- h) A description of procedures to coordinate the use of district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the personnel assigned to provide assistance during emergencies;
- i) Policies and procedures for contacting parents, guardians, or persons in parental relation to district students in the event of a violent incident or an early dismissal or emergency school closure;
- j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual district student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;
- k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;
- l) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents or other persons in parental relation to students of the District or Board, students, and other persons deemed appropriate to receive the information;
- m) Policies and procedures for annual multi-hazard school safety training for personnel and students, provided that the District must certify to the Commissioner that all personnel have undergone annual training by September 15 on the Building-Level Emergency Response Plan. The training will include:
  - 1. A description of the roles and responsibilities of the building-level emergency response team, the building-level incident command system including the roles and responsibilities of designated personnel, and the Building Level-Emergency Response Plan procedures for implementing the following required emergency response terms: shelter/shelter-in place, hold/hold-in place, evacuate/evacuation, secure lockout, and lockdown.
  - 2. The procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention, mental health-, and sudden cardiac arrest.

Continued

**SUBJECT: SCHOOL SAFETY PLANS**

New employees hired after the start of the school year will receive training within 30 days of hire or as part of the District's existing new hire training program, whichever is sooner;

- n) Procedures for the review and conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At its discretion, the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. These procedures must ensure that:
  - 1. Drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner and will not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency;
  - 2. When drills are conducted, students and personnel will be informed that the activities are a drill. Students and personnel will not be informed in advance of evacuation drills;
  - 3. When utilized as a training resource, tabletop exercises may include a discussion-based activity for personnel in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation;
  - 4. If the District opts to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency, the District will not conduct these exercises on a regular school day or when school activities such as athletics are occurring on district grounds. These exercises will not include students unless written consent from parents or persons in parental relation has been obtained;
- o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;
- p) Strategies for improving communication among students, between students and personnel, and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;

Continued

**SUBJECT: SCHOOL SAFETY PLANS**

- q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- r) A system for informing all educational agencies within the District of a disaster or emergency school closure;
- s) The designation of the Superintendent or designee as the district chief emergency officer whose duties will include, but not be limited to:
  - 1. Coordinating the communication between school personnel, law enforcement, and other first responders;
  - 2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide School Safety Plan with the Building-Level Emergency Response Plan(s);
  - 3. Ensuring personnel understanding of District-Wide School Safety Plan;
  - 4. Ensuring the completion and yearly update of Building-Level Emergency Response Plans for each school building;
  - 5. Assisting in the selection of security-related technology and development of procedures for the use of the technology;
  - 6. Coordinating appropriate safety, security, and emergency training for district and school personnel, including required training in the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s);
  - 7. Ensuring the conduct of required evacuation and lockdown drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by law; and
  - 8. Ensuring the completion and yearly update of Building-Level Emergency Response Plan(s) by the dates designated by the Commissioner;
- t) Protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions in Labor Law Section 27-c;
- u) An emergency remote instruction plan;
- v) Appropriate accommodations for students with life-threatening health conditions ;and

Continued

**SUBJECT: SCHOOL SAFETY PLANS**

- w) Policies and procedures relating to sudden cardiac arrest. The district-wide school safety team will develop and implement a written sudden cardiac emergency response plan that addresses the use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including, but not limited to, all athletic programs. The sudden cardiac emergency response plan will:
1. Include specific procedures for incidents involving an individual experiencing sudden cardiac arrest or similar life-threatening emergencies while attending or participating in an athletic practice or event while on school grounds that are venue specific.
  2. Integrate nationally recognized, evidence-based core elements recommended by a recognized professional association.
  3. Be integrated into community EMS responder protocols.

The district-wide school safety team may provide first aid, CPR, and AED training for all relevant staff, including members of the building-level emergency response teams that is voluntary.

**Building-Level Emergency Response Plan(s)**

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

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

Classroom door vision panels will not be covered except as outlined in the Building-Level Emergency Response Plan.

Education Law Sections 807 and 2801-a; Labor Law Section 27-c; 8 NYCRR Section 155.17

Adoption Date: 01/27/2026  
10/27/2027  
10/28/2024  
12/18/2023

## Non-Instructional/Business Operations

**SUBJECT: DATA NETWORKS AND SECURITY ACCESS**

The District values the protection of private information of individuals in accordance with applicable law, regulations, and best practice. Accordingly, district officials and information technology (IT) staff will plan, implement, and monitor IT security mechanisms, procedures, and technologies necessary to prevent improper or illegal disclosure, modification, or denial of sensitive information in the district computer system (DCS). Similarly, IT mechanisms and procedures will also be implemented in order to safeguard district technology resources, including computer hardware and software. District network administrators may review district computers to maintain system integrity and to ensure that individuals are using the system responsibly. Users should not expect that anything stored on school computers or networks will be private.

In order to achieve the objectives of this policy, the Board entrusts the Superintendent or designee to:

- a) Maintain inventories of computer hardware, software, and data, to include:
  1. Computer hardware - physical description, person assigned to, physical location, and relevant purchase or lease information;
  2. Software - description of item, locations installed, and pertinent licensing information;
  3. Data - classification based on district data classification scheme, and location where data resides.
- b) Regularly update inventories;
- c) Install and maintain antivirus software on all district devices. Antivirus software should be set to update definitions daily and to scan for threats throughout the day. Hardware should be set to force scans of all newly connected devices;
- d) Ensure that software patches and updates are installed in a timely fashion to address potential weaknesses in out-of-date software;
- e) Develop procedures for promptly disabling accounts of former employees and for ensuring that former employees cannot access district systems and accounts;
- f) Develop password standards for all users that adhere to current industry standards for password security;
- g) Periodically review user access rights to the network and to specific software applications to ensure that users are given access only to those resources necessary for their job duties;
- h) Establish policies for remote access, which should include eligibility requirements, District expectations, and provisions to monitor and control remote access;
- i) Utilize a firewall configured to allow only communication types necessary for system operation and to explicitly deny all other communications. Such firewall logs should be monitored for potential security and resource issues, including for intrusion detection;
- j) Develop procedures to control physical access to computer facilities, data rooms, systems, networks, and data, ensuring adequate physical security commensurate with the risks of physical damage or access;
- k) Develop an IT contingency plan appropriate for the size and complexity of district IT operations to ensure continuous critical IT services in the event of any sudden, catastrophic event, including, but not limited to fire, computer virus, or deliberate or inadvertent employee action.

Adoption Date: 01/27/2026  
11/27/2023

**SUBJECT: CYBERSECURITY INCIDENT RESPONSE**

The District is committed to providing a timely and comprehensive response to any cybersecurity incident or demand of ransom payment, in accordance with all applicable laws and regulations.

**Definitions**

For the purposes of this policy, the following definitions apply:

- a) "Cybersecurity incident" means an event occurring on or conducted through a computer network that actually or imminently jeopardizes the integrity, confidentiality, or availability of computers, information or communications systems or networks, physical or virtual infrastructure controlled by computers or information systems, or information resident thereon.
- b) "Ransom payment" means the transmission of any money or other property or asset, including virtual currency, or any portion thereof, which has at any time been delivered as ransom in connection with a ransomware attack.

**Identifying and Determining the Scope of Cybersecurity Incidents**

District personnel must report any suspected cybersecurity incident to their immediate supervisor or manager or to the appropriate district information technology staff. In the event that the incident includes a breach of personally identifiable information (PII), all applicable laws and regulations regarding PII must be followed.

**Reporting of Cybersecurity Incidents**

The District will report all cybersecurity incidents and/or demand of ransom payments to the commissioner of the division of homeland security and emergency services using the reporting forms at the Division of Homeland Security and Emergency Services Cybersecurity Incident and Ransom Payment Reporting website (<https://www.dhSES.ny.gov/cybersecurity-incident-and-ransom-payment-reporting>). This report must:

- a) Include whether the District is requesting or declining advice and/or technical assistance from the division of homeland security and emergency services in relation to the reported cybersecurity incident or demand for a ransom payment; and
- b) Be filed no later than 72 hours after the District reasonably believes the cybersecurity incident has occurred.

These reports and any records related to ransom payments submitted to the commissioner of the division of homeland security and emergency services are exempt from disclosure under the Freedom of Information Law (FOIL).

**Notice and Explanation of Ransom Payment(s)**

In the event that the District makes a ransom payment in connection with a cybersecurity incident, the District will provide the commissioner of the division of homeland security and emergency services with the following information:

- a) Notice of the payment within 24 hours of the ransom payment; and
- b) A written description within 30 days of the ransom payment, to include:
  1. The reasons the payment was necessary;
  2. The amount of the payment;
  3. The means by which the payment was made;
  4. A description of the alternatives to payment that were considered; and
  5. A description of the diligence performed to find alternatives to payment and to ensure compliance with applicable rules, laws, and regulations.

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7523

Students

1 of 3

## **SUBJECT: CONCUSSION MANAGEMENT**

A concussion is a type of mild traumatic brain injury (MTBI) caused by a bump, blow, or jolt to the head or body that causes the head and brain to move rapidly back and forth. Recovery from concussion and its symptoms will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management. Concussions can impact a student's academic performance as well as their athletic pursuits. As such, the District supports the proper evaluation and management of concussion injuries.

### **Concussion Management Team (CMT)**

The District may establish a concussion management team (CMT) which may be composed of the Athletic Director and/or Director of Physical Education, a school nurse, the school physician/District's Medical Director, a coach of an interscholastic team and/or physical education teacher, a certified athletic trainer, and other appropriate personnel as designated by the District. If established, the CMT will oversee and implement the District's concussion policy, including the requirement that all school coaches, physical education teachers, school nurses, and certified athletic trainers who work with and/or provide instruction to students engaged in school-sponsored athletic activities complete training relating to MTBIs. Furthermore, every CMT may establish and implement a program which provides information on MTBIs to parents and persons in parental relation (parents) throughout each school year.

### **Staff Training/Course of Instruction**

Each school coach, physical education teacher, school nurse, and certified athletic trainer who works with and/or provides instruction to students in school-sponsored athletic activities will complete a training every two years relating to recognizing the symptoms of concussions or MTBIs and monitoring and seeking proper medical treatment for students who suffer from a concussion or MTBI. Since concussion symptoms may manifest themselves in any setting, all staff will be encouraged to take the online training and be alert for students who may display or report concussion symptoms.

Components of the training will include, but not be limited to:

- a) The definition of MTBI;
- b) Signs and symptoms of MTBI;
- c) How MTBIs may occur;
- d) Practices regarding prevention; and
- e) Guidelines for the return to school and school activities for a student who has suffered an MTBI, even if the injury occurred outside of school.

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# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026 7523

Students 2 of 3

## **SUBJECT: CONCUSSION MANAGEMENT**

The training must be completed by means of instruction approved by the New York State Education Department (NYSED) which include, but are not limited to, courses provided online and by teleconference.

Each time a staff member completes this training or a related professional development course, they must forward proof of completion to the CMT or, if a CMT has not been established, a designated district staff member who will enter the information into the District's existing system for tracking completed trainings and professional development courses. The system will also use an email to remind staff of the need to complete the training as needed.

### **Information to Parents and Students**

The District will include the following information on MTBIs or concussions in any permission or consent form or similar document that may be required from a parent for a student's participation in interscholastic sports. Similar information will be provided to all students when they sign up for participation in sports and/or through information provided in physical education, health or mental health classes. Information will include:

- a) The definition of MTBI;
- b) Signs and symptoms of MTBI;
- c) How MTBIs may occur;
- d) Practices regarding prevention; and
- e) Guidelines for the return to school and school activities for a student who has suffered an MTBI, even if the injury occurred outside of school.

The District will provide a link on its website to this information on the NYSED's and New York Department of Health's websites.

### **Identification of Concussion and Removal from Athletic Activities**

The District requires the immediate removal from all athletic activities of any student who has sustained, or is believed to have sustained, an MTBI or concussion. Any student demonstrating signs, symptoms, or behaviors consistent with a concussion while participating in a class, extracurricular activity, or interscholastic athletic activity will be removed from the class, game, or activity and must be evaluated as soon as possible by an appropriate health care professional. This removal must occur based on display of symptoms regardless of whether the injury occurred inside or outside of school. If there is any doubt as to whether the student has sustained a concussion, it will be presumed that the student has been injured until proven otherwise. The District will notify the student's parents and recommend appropriate evaluation and monitoring.

Continued

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7523

Students

3 of 3

## **SUBJECT: CONCUSSION MANAGEMENT**

The District may, in collaboration with their medical director, allow district staff who are appropriately licensed or certified health care professionals and credentialed to use validated neurocognitive computerized testing to review and obtain baseline and post-concussion performance data. These tools are not a replacement for a medical evaluation to diagnose a concussion or clear a student to return to activities. The District must obtain authorization from the parent prior to the testing. Additionally, parents should be given a copy of the results.

### **Return to School Activities and Athletics**

A student will not return to physical activity (including athletics, physical education class, and recess) until they have been symptom-free for at least 24 hours, and have been evaluated and received written and signed authorization from a licensed physician. This written authorization should be sent to the school for review by the District's Medical Director. Additionally, the District's Medical Director has the final authority to clear students to participate in or return to extraclass athletic activities. All authorizations will be kept on file in the student's permanent health record. The standards for return to athletic activity will also apply to injuries that occur outside of school. Staff should be aware that students may exhibit concussion symptoms caused by injuries from outside activities and that these visible symptoms also indicate a removal from play.

The District will follow any directives issued by the student's treating physician with regard to limitations and restrictions on school and athletic activities for the student. The District will also develop a coordinated communication plan among appropriate staff to ensure that the private provider's orders for post-concussion management are implemented and followed, and for students to resume participation in athletic activities with the District's Medical Director approval. The school nurse will work to ensure that all the necessary staff get the information they need to care for and work with the injured student.

The District's Medical Director and other licensed health care professionals employed by the District will also establish a procedure and treatment plan to be utilized by district staff who may respond to students or staff with possible concussions during the school day or at a school-sponsored athletic event.

In accordance with NYSED guidelines, this policy will be both reviewed and updated at least every three years or with updates to guidance. The Superintendent, in consultation with the District's Medical Director and other appropriate staff, may develop regulations and protocols for strategies to prevent concussions, the identification of concussions, and procedures for removal from and return to activities or academics.

Education Law Section 305(42)  
8 NYCRR Sections 135.4 and 136.5

Guidelines for Concussion Management in Schools, NYSED Guidance Document, 2022

Adoption Date: 01/27/2026  
03/27/2023

Students

**SUBJECT: STUDENTS WITH DISABILITIES PARTICIPATING IN SCHOOL DISTRICT PROGRAMS**

All students with disabilities residing in the District, including those of preschool age, shall be provided with full access and opportunity to participate in School District programs, including nonacademic and extracurricular programs and activities, that are available to all other students enrolled in the public schools of the District. Nonacademic and extracurricular programs and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities and employment of students (both by the District and assistance in making outside employment available).

Parents/guardians of students with disabilities, including those students placed in out-of-District programs, shall receive timely notice of such District programs and activities.

**Community Resources**

The District may compile a list of community resources (appropriate and/or helpful services that may be available outside of the school setting) and provide this information to parents or persons in parental relation of a child with a disability. Such a list shall clearly state that these services are in addition to programs and services provided by the District and will not be paid for by the District. Any member of the District's committees or subcommittees on special education, or the District, who, acting reasonably and in good faith, provides this information shall not be liable for such action.

Education Law Sections 4402(1)(b)(3-a) and 4410 (5)(b)(IV)  
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(1) and 200.2(b)(2)

Adoption Date: 01/27/2026  
03/22/2021

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7621

Students

## **SUBJECT: SECTION 504 OF THE REHABILITATION ACT OF 1973**

The Board of Education affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in federally assisted programs or activities solely on the basis of disability. The District shall make its program and facilities accessible to all its students with disabilities.

The District shall also identify, evaluate and extend to every qualified student with a disability under Section 504 a free, appropriate public education, including modifications, accommodations, specialized instruction or related aids and services, as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met.

The District official responsible for coordination of activities relating to compliance with Section 504 is the Superintendent. This official shall provide information, including complaint procedures, to any person who feels his/her rights under Section 504 have been violated by the District or its officials.

### **Prohibition Against Disability-Based Discrimination in Accelerated Programs**

The practice of denying, on the basis of disability, a qualified student with a disability the opportunity to participate in an accelerated program violates both Section 504 and Title II. A school district may not impose or apply eligibility criteria that screens out or tends to screen out a student with a disability from fully and equally enjoying any service, program, or activity, unless such criteria can be shown to be necessary.

It is also unlawful to deny a student with a disability admission to an accelerated class or program solely because of his/her need for special education or related aids or services (i.e., related services, supplementary aids and services, program modification and supports for school personnel) or because the student has an Individualized Education Program (IEP) or a plan under Section 504.

Schools may employ appropriate eligibility requirements or criteria in determining whether to admit students, including students with disabilities, into accelerated classes or programs. Additionally, nothing in Section 504 or Title II requires schools to admit into accelerated classes or programs students with disabilities who would not otherwise be qualified for these classes or programs.

Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.  
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.  
28 Code of Federal Regulations (CFR) Part 35, 34 Code of Federal Regulations (CFR) Parts 104 and 300

Adoption Date: 01/27/2026  
03/22/2021

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7631

Students

1 of 4

## **SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS**

### **Committee on Special Education (CSE) Membership**

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) or persons in parental relation of the student. To ensure that one or both parents are present at each CSE meeting, the District and the parent(s) may agree to use alternative means of participation such as videoconferences or conference phone calls;
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher of the student, or, where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. An individual who meets these qualifications may be the same individual appointed as the special education teacher or provider in c) above or the school psychologist in i) below. The representative of the District will serve as the chairperson of the Committee;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) A member as described in letters b) through e) of this subheading is not required to attend the CSE meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7631

Students

2 of 4

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS**

3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;
- g) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- h) The student with a disability, as appropriate. The District must invite the student with a disability to attend the student's CSE meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the CSE meeting, the District must take other steps to ensure that the student's preference and interests are considered. To the extent appropriate, with the consent of the parent or a student eighteen (18) years or older, the District must also invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- i) A school psychologist;
- j) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the School District; and

An additional parent is not required to attend the meeting unless specifically requested in writing, at least seventy-two (72) hours prior to such meeting by the parents or other person in parental relation to the student in question, the student, or a member of the CSE. The parents or persons in parental relation of the student in question shall receive proper written notice of their right to have an additional parent attend any meeting of the committee regarding the student, along with a prepared statement from NYSED explaining the role of having the additional parent attend the meeting.

**Subcommittee on Special Education Membership**

The Board of Education shall appoint, as necessary, a Subcommittee on Special Education whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the student;
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher, of the student, or where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7631

Students

3 of 4

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS**

- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. This individual may also fulfill the requirements of c) or e) of this section. The representative of the District will serve as the chairperson of the Subcommittee;
- e) A school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, as set forth in Section 200.6(f)(4) of the Regulations of the Commissioner, is considered;
- f) A member as described in letters b) through e) of this subheading is not required to attend the subcommittee meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  - 1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  - 2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or
  - 3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;
- g) At the discretion of the parent or the Committee, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the subcommittee;
- h) An individual who can interpret the instructional implications of evaluation results, who may be a member described in letters "b" through "g" of this subheading; and
- i) Whenever appropriate, the student with a disability.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7631

Students

4 of 4

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS**

**Training**

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

**Alternative Means of Meeting**

When conducting a meeting of the Committee on Special Education (CSE), the parent and the representative of the District appointed to the CSE may agree to use alternative means of meeting participation, such as videoconferences and conference calls.

Individuals with Disabilities Education Act (IDEA) 20 USC Section 1400 et seq.  
34 CFR Part 300 and Section 300.321 Education Law Section 4402  
8 NYCRR Sections 200.2(b)(3), 200.3, and 200.4(d)(4)(i)(d)

NOTE: Refer also to Policies #7613 - The Role of the Board in Implementing a Student's Individualized Education Program  
#7632 - Appointment and Training of Committee on Preschool Special Education (CPSE) Members

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03/22/2021

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026

7632

Students

1 of 2

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS**

**Committee on Preschool Special Education (CPSE) Membership**

The Board of Education shall appoint a Committee on Preschool Special Education (CPSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the preschool child. To ensure that one or both parents are present at each CPSE meeting, the District and the parent(s) may agree to use alternative means of participation such as video conferences or conference phone calls;
- b) Not less than one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher of the child or, where appropriate, not less than one (1) special education provider (i.e., related service provider) of such child;
- d) A representative of the District who is qualified to provide, or supervise the provision of, special education and who is knowledgeable about the general education curriculum and about the availability of preschool special education programs and services and other resources of the District and the municipality (who shall serve as Chairperson of the CPSE);
- e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher or provider, the school psychologist, the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- g) An additional parent of a child with a disability who resides in the District or a neighboring school district, and whose child is enrolled in a preschool or elementary level education program provided that such parent shall not be employed by or under contract with the District; and provided further that such parent shall not be a required member unless the parents of the child or a member of the CPSE request, in writing at least seventy-two (72) hours prior to such meeting, that the additional parent member participate in the meeting. The parents or other person in parental relation shall receive proper written notice of their right to have an additional parent attend any meeting of the committee regarding the student along with a statement, prepared by NYSED, explaining the role of having the additional parent attend the meeting;
- h) For a child's smooth transition from early intervention programs and services (Infant and Toddler Programs), at the request of the parent/person in parental relation, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child; and
- i) A representative from the municipality of the preschool child's residence. Attendance of the appointee of the municipality is not required for a quorum.

However, except for the parents/persons in parental relation and the appointee from the municipality (a) and (i) above) a member of the CPSE is not required to attend a meeting of the team in whole or in part if the parent/person in parental relation and the District agree in writing that the attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed at that meeting.

Continued

# LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2026 7632

Students 2 of 2

## **SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS**

Additionally, a member as described in letters b) through h) of this subheading may be excused from attending the CPSE meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing to the excusal not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:

- a) The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or
- b) The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in a) above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation.

### **Training**

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Preschool Special Education.

### **Alternative Means of Meeting**

When conducting a meeting of the Committee on Preschool Special Education (CPSE), the parent and the representative of the District appointed to the CPSE may agree to use alternative means of meeting participation, such as videoconferences and conference calls.

Individuals with Disabilities Education Act (IDEA) 20 USC Section 1400 et seq.34 CFR Part 300  
Education Law Section 4410  
8 NYCRR Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7613 - The Role of the Board in Implementing a Student's Individualized Education Program  
#7614 - Preschool Special Education Program

Adoption Date: 01/27/2026  
03/22/2021

**LEWISTON-PORTER CENTRAL SCHOOL DISTRICT  
TABLE OF CONTENTS  
NON-INSTRUCTIONAL/BUSINESS OPERATIONS  
(Section 5000)**

**BUDGET**

Budget Planning and Development .....	5110
School District Budget Hearing.....	5120
Budget Adoption.....	5130
Administration of the Budget.....	5140

**INCOME**

Revenues .....	5210
District Investments .....	5220
Acceptance of Gifts, Grants and Bequests to the School District .....	5230
School Tax Assessment and Collection/Property Tax Exemptions.....	5240
Sale and Disposal of District Property.....	5250
Corporate Sponsorships .....	5270

**EXPENDITURES**

Bonding of Employees and School Board Members .....	5310
Expenditures of School District Funds .....	5320
Use of the District Credit Card.....	5321
Reimbursement for Meals/Refreshments .....	5323
Borrowing of Funds .....	5340

**PURCHASING**

Purchasing.....	5410
Contracts for Instruction .....	5411
Procurement: Uniform Grant Guidance for Federal Awards.....	5413

**FUNDS**

Accounting of Funds.....	5510
Maintenance of Fund Balance.....	5511
Reserve Funds .....	5512
Extraclassroom Activity Fund .....	5520
Petty Cash Funds and Cash in School Buildings .....	5530
Allocation of Title 1, Part A Funds In the District .....	5551
Use of Federal Funds for Political Expenditures .....	5560
Financial Accountability .....	5570
Allegations of Fraud .....	5571
Audit Committee.....	5572
Internal Audit Function .....	5573
Payroll.....	5575

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

TABLE OF CONTENTS

NON-INSTRUCTIONAL/BUSINESS OPERATIONS

(Section 5000)

**NON-INSTRUCTIONAL**

Insurance ..... 5610  
Inventories and Accounting of Fixed Assets ..... 5620  
Facilities: Inspection, Operation and Maintenance ..... 5630  
    Hazardous Waste and Handling of Toxic Substances by Employees ..... 5631  
    Pest Management and Pesticide Use ..... 5632  
Gender Neutral Single-Occupancy Bathroom ..... 5633  
Smoking, Tobacco, and Cannabis (Marijuana) Use ..... 5640  
Energy Conservation in the Schools ..... 5650  
Meal Charging and Prohibition Against Meal Shaming ..... 5660  
    Wellness ..... 5661  
Records Management ..... 5670  
    Information Security Breach and Notification ..... 5672  
    Employee Personal Identifying Information ..... 5673  
    Student Grading Information Systems ..... 5675  
    Privacy and Security for Student Data and Teacher and Principal Data ..... 5676  
Safety and Security ..... 5680  
    School Safety Plans ..... 5681  
    Cardiac Automated External Defibrillator (AEDs) in Public School Facilities ..... 5682  
    Evacuation, Lockdown, and Emergency Dismissal Drills ..... 5683  
    Use of Surveillance Cameras in the School District ..... 5684  
Exposure Control Program ..... 5690  
    Communicable Diseases ..... 5691  
    Acquired Immune Deficiency Syndrome and/or Positive Blood Test to the  
    Human Immunodeficiency Virus ..... 5692

**TRANSPORTATION**

Transportation Program ..... 5710  
Transportation of Students ..... 5720  
School Bus Safety Program ..... 5730  
    School Bus Idling ..... 5731  
Qualifications of Bus Drivers ..... 5740  
    Drug and Alcohol Testing of School Bus Drivers and  
    Other Safety Sensitive Employees ..... 5741  
School Bus Monitors and Attendants ..... 5742  
  
Artificial Intelligence (AI) ..... 5840  
Data Networks and Security Access ..... 5850  
    Cybersecurity Incident Response ..... 5851