Shelter Island School Board of Education
Wednesday, November 18, 2026
Executive Session at 5:00 pm
Regular Meeting at 5:30 pm
Conference Room

Kathleen M. Lynch, President * Margaret Colligan, Vice President

Dawn Hedberg Karina Montalvo Anthony J. Rando Laurene H. Silvani

1. **Call to Order**

2. ***Executive Session –*** *It is expected that the Board of Education will enter into Executive Session prior to the start of the meeting to discuss contract negotiations*

3. **Pledge of Allegiance**

4. **Shelter Island School Mission Statement – Engage, Explore, Empower**

   The following statement will be read:

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

5. **Visitor Questions (Specific to the agenda)**

   To ask a question specific to the agenda, please step to the podium, state your name and position in the community. Thank you!

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

   6.1 Approval of Minutes
   a. Regular Meeting of October 14, 2026
   b. Library Budget Vote of October 24, 2026

7. **Correspondence**
   a. October 15, 2026 letter from Dr. Cobis, Oysterponds UFSD Superintendent and Mr. Stevenson, Oysterponds UFSD Board of Education President re: Exploring additional Grade 7-12 education options for Oysterponds students

8. **Student Liaison Report**

9. **Presentations - None**

10. **Personnel -** The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Personnel Actions: 10.1 – 10.8

    10.1 Amend Motion
    a. Amend motion from the July 15, 2026 Board of Education Meeting from:

    Appoint Daniela Chavez, to a 26-week probationary period as Bilingual Teacher Aide, effective September 1, 2026, at a salary of $24,583.00, Step 1 of the 2026-2027 teacher aide salary scale; pending clearance for employment by the New York State Department of Education (fingerprint initiative).

    to

    Appoint Daniela Chavez, to a 26-week probationary period as Bilingual Teacher Aide, effective **October 19, 2026**, at a salary of $24,583.00, Step 1 of the 2026-2027 teacher aide salary scale, **prorated to $20,800.93**.

    10.2 Additional Substitute Teachers for the 2026-2027 School Year at $125 per Day
    a. Cara Nizich
    b. Shannon Coyne

10.3 Elementary Reading Support Volunteer for the 2026-2027 School Year
a. Approve Denise Read as an Elementary Reading Support Volunteer

10.4 Additional Detention Monitor for the 2026-2027 School Year at $60/period
a. Avery Zumpol, retroactive to October 20, 2026

10.5 Additional Athletic Chaperones for the 2026-2027 School Year (one game per night at $113.50, two games per night at $174.21 Clock Keeper at Chaperone Rate plus $10)
a. Jamie Doherty, retroactive to September 23, 2026

10.6 Additional Coaches for the 2026-2027 School Year
a. Peter Miedema, JV Girls Basketball Coach, $6,199.12
b. Erin Baskin, Varsity Boys Winter Track, $4,280.07
c. Erin Baskin, Varsity Girls Winter Track, $4,280.07

10.7 Additional Volunteer Assistant Coaches for the 2026-2027 School Year
a. Bryan Knipfing – Varsity Girls and Boys Winter Track
b. James Theinert – All Levels Boys Basketball

10.8 Additional Van Drivers for the 2026-2027 School Year ($75 per trip to Riverhead/North Fork/South Fork, $100 per Trip West of Riverhead, $150 per Trip West of Route 112)
a. Cynthia Belt, retroactive to September 16, 2026
b. Erin Baskin, retroactive to September 2, 2026
c. Jay Card, retroactive to September 2, 2026
d. Christopher Conrardy, retroactive to September 2, 2026
e. Jason Green, retroactive to September 2, 2026
f. Mary Kanarvogel, retroactive to September 2, 2026
g. Bryan Knipfing, retroactive to September 2, 2026
h. Luis Rodas Vasquez, retroactive to September 2, 2026
i. Daniel Williams, retroactive to September 2, 2026
j. Lindsay Rando, retroactive to September 14, 2026

11. Program - The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Program Actions: 11.1 – 11.6

11.1 CSE Recommendations for the 2026-2027 School Year
a. Committee on Special Education

11.2 Rural/Single Building District Independent Evaluator Hardship Waiver
a. WHEREAS, the Shelter Island Union Free School District has an approved Annual Professional Performance Review ("APPR") Plan in place, effective for the 2026-2027 school year;

WHEREAS, the District seeks to submit a Rural/Single Building District Independent Evaluator Hardship Waiver application to the State Education Department since compliance with the independent evaluator requirement would create an undue burden on the District;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves the submission of the Rural/Single Building District Independent Evaluator Hardship Waiver application to the State Education Department;

BE IT FURTHER RESOLVED, that the Board hereby authorizes the Superintendent of to execute such application on behalf of the District.

11.3 Second Reading & Possible Adoption of Policies
a. Policy 4212 – Shelter Island UFSD Organization Chart
b. Policy 6411 – Use of Email in the District (NEW)
c. Policy 7150 – Remote Instruction (NEW)
d. Policy 7212 – Response to Intervention (RTI) Process
e. Policy 7222 – Diploma or Credential Options for Students with Disabilities
f. Policy 7230 – Advanced Coursework

11.4 First Reading of Policies
   a. Policy 5413 – Procurement: Uniform Grant Guidance for Federal Awards
   b. Policy 5850 – Data Networks and Security Access (previously 5674)
   c. Policy 5851 – Cybersecurity Incident Response (NEW)
   d. Policy 6220 – Temporary Personnel

11.5 Delete Policy
   a. Policy 6420 – Employee Personnel Records and Release of Info (deemed an internal procedure rather than formal district policy)

11.6 2027-2028 Budget Calendar
   a. Approve the 2027-2028 Budget Calendar

12. Finance – The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Finance Actions: 12.1 – 12.3

12.1 Financial Reports
   a. Treasurer's Report – October 2026
   b. Extra Class Report – October 2026
   c. Appropriations Status Report
   d. Revenue Status Report
   e. Claims Audit Report – October 2026
   f. Payroll Audit Report – October 2026

12.2 Budget Transfers & Journal Entries
   a. Accept and approve the Budget Transfers and Journal Entry Reports for the period of October 4, 2026 through November 9, 2026, that in accordance with Board Policy, the Superintendent has approved, as well as the transfers that need specific Board approval.

12.3 Tax Levy
   a. WHEREAS, the Shelter Island Union Free School District has determined that amount of State aid and other estimated local revenues to be applied toward the 2026-2027 budget; now, therefore be it

      RESOLVED, that the Board of Education of the Shelter Island Union Free School District hereby sets the total tax levies for the Shelter Island Union Free School District at $12,538,689.00;

      AND BE IT FURTHER RESOLVED, that the Board of Education of the Shelter Island Union Free School District hereby sets the total tax levies for the Shelter Island Public Library at $914,298 for the operating budget and $653,425 for the debt service;

      AND BE IT FURTHER RESOLVED, that because the STAR program will pay portions of the School Tax Levy that normally would be borne by the property tax in the 2026-2027 school year, the School Tax Levy shall be further offset by the actual amount received to STAR.;

      AND BE IT FURTHER RESOLVED, that under the various provisions of General Municipal Law Section 6 and related sub-sections, the Board of Education of the Shelter Island Union Free School District hereby appropriates the following reserve funds monies to be used as revenue in the 2026-2027 school year, as presented to the voters in May 2026:
         - NYSTRS School District Retirement Contribution Reserve Sub-Fund: $25,000.00
         - Employee's Retirement Contribution Reserve: $25,000.00

13. Business – The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Business Action: 13.1 – 13.2

13.1 Contracts
   a. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Consulting That Makes A Difference, Inc. of Seldon, NY for educational consulting services. The term of said agreement shall be July 1, 2026 through June 30, 2027; and authorize the Board President to execute said agreement.

b. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and New York Therapy Placement Services, Inc. of Port Jefferson Station, NY, for student services. The term of said agreement shall be July 1, 2026 through June 30, 2027; and authorize the Board President to execute said agreement.
c. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Hampton Jitney of Calverton, NY, for transportation to the New York City Field Trip on April 28, 2027, in the amount of $2,892.00; and authorize the Board President to execute said agreement.

13.2 Amend Motion

a. Amend the motion of October 14, 2026 from:

Approval to transport twenty-five (25) students to the following private schools for the 2026-2027 school year:

Our Lady of the Hamptons – 4 students	Ross Upper School – 4 students
Hayground School – 9 students	Peconic Community School – 8 students

to:

Approval to transport **twenty-six (26)** students to the following private schools for the 2026-2027 school year:

Our Lady of the Hamptons – 4 students	Ross Upper School – 4 students
Hayground School – 9 students	Peconic Community School – **9 students**

14. Facility – None

15. Items for Consideration - None

16. Old Business

17. Assistant Principal Report

18. Assistant Superintendent Report

19. Superintendent Report

20. Board Member Reports

21. Visitor Comments

To make a comment, please step to the podium, state your name and position in the community. Thank you!

22. Executive Session – *The Board of Education will enter into Executive Session at the conclusion of the meeting to conduct interviews for the vacant Board of Education seat.*

23. Adjournment

Adopted: 10/21/13
Revised 05/12/25

Shelter Island Union Free School District
Organization Chart

SUBJECT: USE OF EMAIL IN THE DISTRICT

Overview

Email is a valuable tool that allows for quick and efficient communication. However, careless, unacceptable, or illegal use of email may place the District and members of its community at risk. Use of email in the District must be consistent with the District's educational goals and comply with federal and state laws and regulations, as well as all applicable District policies, regulations, procedures, collective bargaining agreements, and other related documents such as the District's *Code of Conduct*. This includes, but is not limited to, this policy and the District's policies on non-discrimination and anti-harassment, protecting the personal information of District employees and students, acceptable use, and record management.

District-related emails are most secure and best managed when District email services are used. Accordingly, the District's email services should be used for all district-related emails, including emails in which students or student issues are involved. Personal email accounts should not be used to conduct District-related business. Further, District email accounts should not be used as any individual's primary personal email address.

Scope and Application of Policy

This policy applies to all District employees and any individual assigned a District email address to conduct District-related business (authorized user).

Sending Emails with Personal, Private, and Sensitive Information

Personal, private, and sensitive information (PPSI) is any information to which unauthorized access, disclosure, modification, destruction, use, or disruption of access or use could have or cause a severe impact on critical District functions, employees, students, third parties, or other individuals or entities. For purposes of this policy, PPSI includes, but is not limited to:

a) District assessment data;

b) Protected student records;

c) Information subject to laws protecting personal information such as Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA);

d) Social security numbers;

e) Driver's license or non-driver identification card numbers;

f) Credit or debit card numbers;

g) Account numbers;

h) Passwords; and

i) Access codes.

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SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

The failure to follow proper security protocols when emailing PPSI increases the risk that unauthorized individuals could access and misuse PPSI.

Any questions regarding the District's protocols for sending emails with PPSI or what information may or may not be emailed should be directed to a supervisor.

Receiving Suspicious Emails

Social engineering attacks are prevalent in email. In a social engineering attack, an attacker uses human interaction (social skills) to obtain confidential or sensitive information.

Phishing attacks are a form of social engineering. Phishing attacks use fake email messages pretending to represent a legitimate person or entity to request information such as names, passwords, and account numbers. They may also deceive an individual into opening a malicious webpage or downloading a file attachment that leads to malware being installed.

Malware is malicious software that is designed to harm computer systems. Malware may be inadvertently installed after an individual opens an email attachment, downloads content from the Internet, or visits an infected website.

Before responding to any emails, clicking on any hyperlinks, or opening any attachments, District employees and authorized users should review emails for indicators of suspicious activity. These indicators include, but are not limited to:

a) Attachments that were not expected or make no sense in relation to the email message;

b) When the recipient hovers the mouse over a hyperlink that is displayed in the email, the link to the address is for a different website;

c) Hyperlinks with misspellings of known websites;

d) The sender is not someone with whom the recipient ordinarily communicates;

e) The sender's email address is from a suspicious domain;

f) Emails that are unexpected, unusual, or have bad grammar or spelling errors; and

g) Emails asking the recipient to click on a link or open an attachment to avoid a negative consequence or to gain something of value.

District employees and authorized users **should not** forward suspicious emails to the District's information technology (IT) staff or anyone else. Instead, employees should mark the suspicious email as “Spam and email support to let them know. Forwarding the message aids the email and future emails from the suspicious account to bypassing filtering rules.

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SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

No Expectation of Privacy

District employees and authorized users should have no expectation of privacy for any email messages they create, receive, or maintain on their District email account. The District has the right to monitor, review, and audit each District employee's and authorized user's District email account.

Accessing District Email Services on Personal Devices

In the event a District employee or authorized user loses a personal device that has been used to access the District's email service, that District employee or authorized user should notify the Districts' IT staff so that measures can be taken to secure the email account.

Personal Use

The District's email services are intended for District-related business only. Incidental or limited personal use of the District's email services is allowed so long as the use does not interfere with job performance. However, District employees and authorized users should have no expectation of privacy in this email use.

The District's email services should not be used to conduct job searches, post personal information to bulletin boards, blogs, chat groups, and list services, etc. without authorization from a building principal or supervisor.

It is prohibited to use the District's email services for:

a) Illegal purposes;

b) Transmitting threatening, obscene, discriminatory, or harassing materials or messages;

c) Personal gain or profit;

d) Promoting religious or political causes; and/or

e) Sending spam, chain letters, or any other type of unauthorized widespread distribution of unsolicited mail.

Personal email accounts or services (Yahoo, Gmail, etc.) should not be accessed via the District Computer System (DCS) without authorization from a building principal or supervisor.

Confidentiality Notice

A standard confidentiality notice will automatically be added to each email as determined by the District.

Training

District employees and authorized users will receive ongoing training related to the use of email in the District. This training may cover topics such as:

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SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

a) What is expected of users, including the appropriate use of email with students, parents, and other individuals to avoid issues regarding harassment and/or charges of fraternization;

b) How to identify suspicious emails, as well as what to do after receipt of a suspicious email;

c) Emailing PPSI;

d) How to reduce risk to the District;

e) Cost of policy non-compliance;

f) Permanence of email, including how email is never truly deleted, as the data can reside in many different places and in many different forms; and

g) How users should have no expectation of privacy when using the DCS or any District email service.

Notification

The District will provide annual notification of this policy and any corresponding regulations to all District employees and authorized users. The District will then require that all employees and authorized users acknowledge that they have read, understood, and will comply with the policy and regulations.

Records Management and Retention

The same laws and business records requirements apply to email as to other forms of written communication.

Email will be maintained and archived in accordance with Retention and Disposition Schedule for New York Local Government Records (LGS-1) and as outlined in any records management policies, regulations, and/or procedures.

Additionally, emails may be subject to disclosure under the Freedom of Information Law (FOIL), a court action, an audit, or as otherwise required or permitted by law or regulation.

Disciplinary Measures

Failure to comply with this policy and any corresponding regulations or procedures may subject a District employee and authorized user to discipline such as loss of email use, loss of access to the DCS, and/or other disciplinary action up to and including termination. When applicable, law enforcement agencies may be contacted.

The District's IT staff may report inappropriate use of email by a District employee or authorized user to the District employee or authorized user's building principal or supervisor who may take appropriate action which may include disciplinary measures.

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

NOTE: Refer also to Policies #3320 -- Confidentiality of Computerized Information
#3420 -- Non-Discrimination and Anti-Harassment in the District
#5670 -- Records Management
#6410 -- Staff Acceptable Use Policy
#8271 -- Internet Safety/Internet Content Filtering

Adoption Date:

SUBJECT: REMOTE INSTRUCTION

Overview

The District may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

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

b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.

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

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

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

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

Formats and Methods of Remote Instruction

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not

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SUBJECT: REMOTE INSTRUCTION (Cont'd.)

limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Remote Instruction During an Emergency Condition

Emergency Remote Instruction Plan

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;

b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;

c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;

d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and

e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by

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SUBJECT: REMOTE INSTRUCTION (Cont'd.)

the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

NOTE: Refer also to Policies #5681 -- School Safety Plans
#7220 -- Graduation Options/Early Graduation/Accelerated Programs

Adoption Date:

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RtI process, which includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RtI data in determining if a student has a learning disability. This guidance document is available on the SED's official website.

The District has established procedures for identifying students with learning disabilities that use a research-based RtI process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. An RtI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Minimum Requirements of District's RtI Program

The District's RtI process will include the following minimum requirements:

a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's regulations, means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;

b) Screenings will be provided to all students in the class to identify those students who are not making academic progress at expected rates;

c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;

d) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and

f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

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SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

1. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's regulations;
2. Strategies for increasing the student's rate of learning; and
3. The parents' right to request an evaluation for special education programs and/or services.

Structure of RtI Program

The District's RtI program will consist of multiple tiers of instruction or assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Multi-Tiered System of Supports (MTSS) team; whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math specialists, designated administrators, and other individuals deemed appropriate by the District, will be available for each building or grade level classification to address the implementation of the District's RtI process.

The MTSS team's responsibilities will include, but are not limited to, the following:

a) Determining the level of interventions and student performance criteria appropriate for each tier of the RtI model;
b) Analyzing information and assessments concerning a student's RtI and making educational decisions about changes in goals, instruction, or services;
c) Determining whether to make a referral for special education programs or services.

Criteria for Determining the Levels of Intervention to be Provided to Students

If a parent or teacher has concerns about a child's behavior or academic progress, they meet with each other to discuss the concerns. If warranted, the teacher works with the district coaches (academic or behavioral) to develop some short-term Tier 1 classroom intervention to see if there's any change in the targeted behavior/skill area. The intervention attempted will depend on the concern.

During the interventions, data is collected. The teacher must keep notes on the effectiveness of the intervention. Anecdotal notes, data and graphs are among the acceptable forms of documentation. If there is a lack of progress, despite several teacher interventions with district coaching support, then the teacher initiates filling out a referral packet, which is given to the Multi-Tiered System of Supports (MTSS) team for consideration.

The MTSS team meets to discuss students who have been referred. They will review the data, student history, and make suggestions for further interventions, if warranted. A Tier 1, 2, or 3 intervention may result. A comprehensive list of MTSS Support Services is available in the District's MTSS Manual. If a recommended intervention is successful, the child could be discontinued from the intervention or returned to the previous tier. If the intervention is unsuccessful, the team may suggest increasing the frequency and/or duration of the same intervention or implementing a more intensive intervention at a higher tier. Decisions for further assessment or services will need approval from an administrator.

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SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

All students in Tier 1 receive high quality, scientific, research-based instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. Tier 1 instruction occurs in the general education setting through either differentiated instruction or grade-level instruction. This tier includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally-responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In Tier Two, strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier 2 typically consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier 1 and should be targeted at identifying student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student begins to receive the strategic support and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Tier Two instruction may be provided by specialized staff such as reading and math specialists, speech therapists, school psychologists, and/or school counselors as determined by the MTSS team.

At the conclusion of Tier Two instruction, the MTSS team will review the student's progress and decide as to whether Tier Two interventions should be maintained, the student returned to the general education classroom instruction if satisfactory progress is shown, or referred for Tier Three instruction.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at Tier Two level. Tier Three instruction may include longer periods of

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SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, as determined by the MTSS team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the CSE.

Progress monitoring on a continuous basis is an integral part of Tier Three and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The MTSS team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. This data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RtI program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The MTSS team will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will meet with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress will be an ongoing part of the RtI program from the initial screening to completion of the RtI process as applicable. Parents may also request that the MTSS team review their child's progress.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RtI process being implemented) will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period or intervention process.

Staff Development

All staff members involved in the development, provision, and/or assessment of the District’s RtI program, including both general education and special education instructional personnel, will receive appropriate training necessary to implement the District’s RtI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

34 CFR Sections 300.309 and 300.311
Education Law Sections 3208, 4002, 4401, 4401-a, and 4410
8 NYCRR Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

Adoption Date:

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District will provide students with disabilities appropriate opportunities to earn a diploma or non-diploma high school exiting credential in accordance with Commissioner's regulations. Students with disabilities may be eligible for one or more of the following:

Diploma Options

a) Regents Diploma, including with honors, an advanced designation, a career and technical education endorsement, and/or any other designation or endorsement as may be available.

b) Local Diploma, including with any endorsement as may be available.

Existing Credentials Options

a) Career Development and Occupational Studies (CDOS) Commencement Credential, which may be earned as a supplement to a Regents or local diploma or as a student's only exiting credential.

b) Skills and Achievement Commencement Credential.

Specific requirements and detailed information for each diploma and non-diploma high school exiting credential are specified in the Commissioner's regulations and various guidance materials issued by the New York State Department of Education.

8 NYCRR §§ 100.1, 100.2, 100.5, and 100.6

NOTE: Refer also to Policies #7220 -- Graduation Options/Early Graduation/Accelerated Programs
#7221 -- Participation in Graduation Ceremonies
#7641 -- Transition Services

Adoption Date

SUBJECT: ADVANCED COURSEWORK

Overview

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

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

Types of Advanced Coursework

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

a) Accelerated Coursework for Eighth Grade Students

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

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

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

b) Advanced Placement (AP)

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

(Continued)

SUBJECT: ADVANCED COURSEWORK (Cont'd.)

c) Dual Credit for College Courses

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

Notification

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

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

This notification will include:

a) The benefits of participating in advanced courses;

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

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

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

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

Adoption Date

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 u~~U~~se its own documented procedures for procurement ~~procedures which reflect applicable state, local and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in the Uniform Grant Guidance.~~ 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~~s~~ 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~~s~~.

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 ~~awarding~~ 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 ~~obligations of~~ responsibility over confidentiality.

(Continued)

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)

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 ~~procurement~~ contract. Consideration will be given to matters such as contractor integrity, compliance with public policy, proper classification of employees, ~~record of~~ past performance record, and financial and technical resources when conducting a procurement transaction.

k) Maintain records that sufficiently detail the history of ~~the~~ each procurement including, but not limited to:

1. Rationale for the ~~method of~~ procurement method;

2. ~~Selection of c~~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) Conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference.~~

~~o~~n) Have written procedures for procurement to ensure that all solicitations:

1. Incorporate a clear and accurate description of the technical requirements for the ~~material, product,~~ property, equipment, or service ~~to be~~ being procured; and

(Continued)

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)

2. Identify ~~all~~ any additional requirements which the offerors must fulfill and all other factors ~~to~~ that will be used in evaluating bids.

~~p~~o) Ensure that all prequalified lists of persons, firms, or products ~~which are~~ used in ~~acquiring goods and services~~ procurement transactions are current and include enough qualified sources to ensure maximum open ~~and free~~ competition.

~~q~~p) Use one of the following methods of procurement, which include:

1. Micro-purchases;

2. ~~Small purchase procedures~~Simplified acquisitions;

3. Sealed bids;

4. ~~Competitive p~~Proposals; and

5. Noncompetitive proposals.

~~r~~q) Have ~~a~~ written ~~method~~ procedures for conducting technical evaluations ~~of the proposals received~~ and ~~for selecting recipients~~ making selections.

~~s~~r) ~~Take all necessary affirmative steps to assure~~ When possible, ensure that small businesses, minority businesses, women's business enterprises, veteran-owned businesses and labor surplus area firms are ~~used when possible~~ 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.

~~t~~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.

~~u~~v) Perform a cost or price analysis ~~in connection with~~ for every procurement transaction, including contract modifications, in excess of the ~~S~~simplified ~~A~~acquisition ~~T~~threshold ~~including contract modifications~~.

(Continued)

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)

~~v) Negotiate profit as a separate element of the price for each contract in which there is not price competition and in all cases where an analysis is performed.~~

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: Competitive Bidding and Offering
#5411 -- Procurement of Goods and Services
#5570 -- Financial Accountability
#5670 -- Records Management
#6110 -- Code of Ethics for Board Members and All District Personnel
#6161 -- Conference/Travel Expense Reimbursement

Adoption Date

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 ~~Inventory~~ 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 - ~~and~~ classif~~y~~ification based on district data classification scheme, and location where data resides. ~~personal, private, and sensitive information on the DCS to protect the confidentiality, integrity, and availability of information~~

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;

~~b~~f) Develop password standards for all users ~~including, but not limited to, how to create passwords and how often passwords should be changed by users to ensure security of the DCS~~ that adhere to current industry standards for password security;

~~f~~g) Periodically ~~grant, change, and terminate~~ review user access rights to the ~~overall~~ network~~ed computer system~~ and to specific software applications ~~and~~ to ensure that users are given access ~~based on, and necessary for,~~ only to those resources necessary for their job duties;

(Continued)

SUBJECT: DATA NETWORKS AND SECURITY ACCESS (Cont'd.)

~~c) Ensure that the "audit trail" function is enabled within the District's network operating system, which will allow the District to determine on a constant basis who is accessing the DCS, and establish procedures for periodically reviewing audit trails;~~

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;

~~d~~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; ~~to only authorized individuals; these procedures may include ensuring that server rooms remain locked at all times and the recording of arrival and departure dates and times of employees and visitors to and from the server room~~;

~~e) Establish procedures for tagging new purchases as they occur, relocating assets, updating the inventory list, performing periodic physical inventories, and investigating any differences in an effort to prevent unauthorized and/or malicious access to these assets;~~

~~f) Periodically grant, change, and terminate review user access rights to the overall networked computer system and to specific software applications and to ensure that users are given access based on, and necessary for, only to those resources necessary for their job duties;~~

~~g) Limit user access to the vendor master file, which contains a list of vendors from which district employees are permitted to purchase goods and services, to only the individual who is responsible for making changes to this list, and ensure that all former employees' access rights to the vendor master list are promptly removed;~~

~~h) Determine how, and to whom, remote access should be granted, obtain written agreements with remote access users to establish the District's needs and expectations, as appropriate, and monitor and control remote access~~

~~i) Verify that laptop computer systems assigned to teachers and administrators use full-disk encryption software to protect against loss of sensitive data;~~

~~j) Deploy software to servers and workstations to identify and eradicate malicious software attacks such as viruses and malware~~

k) Develop an ~~disaster recovery~~ 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: 11/18/15
Revised:

Non-Instructional/Business Operations

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).

(Continued)

SUBJECT: CYBERSECURITY INCIDENT RESPONSE (Cont'd.)

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.

General Municipal Law Article 19 Section 995

Adoption Date

SUBJECT: ~~PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT~~ TEMPORARY PERSONNEL

The District may need to utilize~~'s needs sometimes require~~ temporary appointments. The terms of these appointments will be defined by the Board on a case-by-case basis.

~~**Part- Time Teachers**~~

~~Upon the recommendation of the Superintendent of Schools, the Board of Education will approve or reject the employment of part-time teachers consistent with the needs of the School District.~~

~~The appointment of part-time personnel will not extend beyond the school year for which employment is made.~~

~~Part-time teachers will meet all necessary certification requirements, and any non-unit part-time teachers will be compensated for their work on a prorated basis commensurate with their placement on their salary schedule.~~

Student Teachers

The District will cooperate with teacher training institutions in the placement of student teachers to provide beginning teachers with the best possible student teaching experience.

Schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet part of their performance assessment requirements for teaching certification. The video must remain confidential, is a confidential record of the New York State Education Department (NYSED), and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant NYSED personnel.

Substitute Teachers

~~To the greatest degree possible, the Board of Education shall employ as substitute teachers competent and effective individuals who are certified by the State of New York in an approved teaching area. Pursuant to law, when substitute positions of five (5) months or more become available, teachers on the District's preferred eligibility list who were excessed from similar positions will be offered the position.~~

~~When such an individual is not available, then the School District shall employ a college graduate as substitute teacher. In the event that neither are available, the School District may employ personnel who either possess a two (2) year associate's degree or who are matriculated juniors or seniors in a four (4) year college pursuing a bachelor's degree. Such individuals will be used only on a per diem basis.~~

~~Individuals employed as substitute teachers who are not certified may be employed for forty (40) days during a school year, unless such individuals are in a program leading to teacher certification. In that case, there is no limit on the number of days for which they may be employed as a substitute~~

~~teacher.~~

~~The employment of substitute teachers will be centralized for the District in the office of the Superintendent. Candidates selected will be recommended to the Board for placement on the list of approved substitutes. Principals will assume responsibility for the scheduling of substitutes from the approved list as needed.~~

~~Payment of Substitute Teachers~~

~~The rate of payment for substitute teachers for the applicable school year shall be set by the Board. When a substitute teacher fills the same assignment for more than ten (10) consecutive days, the rate of payment shall add an additional $10 per diem beginning on the eleventh day of the assignment. The rate of pay for substitutes who do not possess a college degree will be set at $10 per day less than substitutes with a degree.~~

~~The Superintendent will employ appropriately qualified substitute teachers.~~ A substitute teacher is employed in the place of a regularly appointed teacher who is absent, but is expected to return. The Superintendent will employ appropriately qualified substitute teachers. It is recognized that fully certified persons will not always be available for employment as substitute teachers. The District will employ substitute teachers in accordance with law and regulation.

The Board will annually establish the rate for per diem substitute teachers.

8 NYCRR §§ 80-1.5 and 80-5.4

Adoption Date: 03/17/08

SUBJECT: EMPLOYEE PERSONNEL RECORDS AND RELEASE OF INFORMATION

Personnel Records

The District will maintain a personnel file for each individual employed by the District. Employees may review or inspect their personnel files in accordance with District procedure or practice.

Release of Personnel Information

The District will take all reasonable steps to protect the privacy of district employees, except as permitted or required by law:

a) In accordance with a subpoena or court order, or other applicable law.

b) When members of the Board need information from the employee's personnel record to aid them in performing their legal responsibilities in matters such as appointments, assignments, promotions, demotions, remuneration, discipline, dismissal, or to aid in the development and implementation of personnel policies.

c) When the employee grants permission.

Release of Information Concerning Former Employees

The District will not release information concerning the employment records, personnel file, or past performance of a former employee, unless that information is required to be disclosed by law. Only the initial and final dates of employment and the position held will be provided through a written response to a written request. The former employee may authorize the release of any additional information.

Public Officers Law Section 87
8 NYCRR Part 84

NOTE: Refer also to Policy #5673 -- Employee Personal Identifying Information

Adoption Date