



**THREE VILLAGE CENTRAL SCHOOL DISTRICT
STONY BROOK, NEW YORK**

BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: March 7, 2018

DATE MATERIAL SUBMITTED: March 2, 2018

OFFICE OF ORIGIN: District Clerk

CATEGORY OF ITEM: Information

TITLE: Policy

STAFF RECOMMENDATION:

Be it RESOLVED that the Board of Education accept the following Policies delineated below:

<u>Policy #</u>	<u>Policy Title</u>
1230	Public Participation at Board Meetings
1530	Smoking and Other Tobacco Use on School Premises
1900	Parental Involvement
2160	School District Officer and Employee Code of Ethics
2330	Executive Sessions
4321.12	Emergency Intervention
4526.1-R	Internet Safety Regulation
4770	Graduation Requirements
4772	Graduation Ceremonies
4773	Diploma and Credential Options for Students with Disabilities
5460	Child Abuse, Maltreatment or Neglect in a Domestic Setting
9700	Staff Development

BACKGROUND - RATIONALE:

Adopt the Policies at the First Reading or move to Second Reading.

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education encourages public participation by District residents on school related matters at Board meetings, as outlined in this Policy. To allow for public participation, a period not to exceed 30 minutes shall be set aside during the first part of each Board meeting for public comment, with priority given to comments on items on the meeting's agenda. A second 30 minute time period will be set aside at the end of each Board meeting for public comment on matters pertaining to the District but not on the agenda. These periods may be extended by a majority vote of the Board. During Board meetings that address the school budget, time will only be set aside at the end of each Board meeting for public comment.

Persons wishing to address the Board shall advise the Board President within a reasonable time prior to the start of the public comment period of the meeting. The request shall be made in writing on a form provided by the District. To maintain a first come, first served process, the District may request the name of the speaker. For purposes of following up with speakers later, the District may request the speaker's address, telephone number, or e-mail address. To limit comments to matters which may be properly discussed in public session, the District shall request a brief description of the topic to be addressed. Any group or organization wishing to address the Board must identify a single spokesperson.

Presentation should be as brief as possible. No speaker will be permitted to speak for longer than 3 minutes. Speakers may comment on any matter related to District business.

The Board will not permit in public session discussion involving individual District personnel or students. Persons wishing to discuss matters involving individual District personnel (Refer to Policy 1440) or students should present their comments and/or concerns to the Superintendent during regular business hours.

All speakers are to conduct themselves in a civil manner. Obscene language, slanderous statements, threats of violence, statements advocating racial, religious, or other forms of prejudice will not be tolerated.

Persons making presentations at a Board meeting will address remarks to the Board of Education and may direct questions or comments to Board members or other District officials only upon the approval of the President. For clarification of public comments, Board members and the Superintendent shall have the privilege of asking questions of any person who addresses the Board.

Questions and comments from the public concerning matters which are not on the agenda will be taken under consideration and referred to the Superintendent for appropriate action. Persons wishing to have matters included on the agenda shall contact the Superintendent in accordance with Policy 2342, Agenda Preparation and Dissemination.

The President shall be responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion and the appropriateness of the subject being presented, as outlined in this policy and applicable provisions of the law and regulation, and subject to the Board's parliamentary procedure. The President shall have the right to discontinue any presentation which violates this policy. Please note that this is not the forum for a question and answer dialogue.

Ref: *Matter of Martin*, 32 EDR 381 (1992)
 Appeal of Wittenben, 31 EDR 375 (1992)
 Matter of Kramer, 72 EDR 114 (1951)
 Appeal of Kushner, 49 EDR 263 (2010)

Cross-ref: 1440 Complaints About School Personnel
 2342 Agenda Preparation and Dissemination

Adoption Date: December, 1991

Revised: April 28, 2009
 February 10, 2016

Information First Reading – March 7, 2018

1230-E

PUBLIC PARTICIPATION AT BOARD MEETINGS

BOARD OF EDUCATION
THREE VILLAGE CENTRAL SCHOOL DISTRICT
Setauket, New York

PUBLIC PARTICIPATION REQUEST TO SPEAK

The Board welcomes comments from District residents. At regular meetings, residents are offered two opportunities to address the Board. The first public participation is scheduled at the start of the Board meeting. The second public participation is scheduled at the end of the Board meeting. Each segment is up to 30 minutes in length.

Residents who wish to address the Board should fill out the form below, which is available at the entrance to the Board Meeting Room, stating the speaker's name, address, and the topic to be addressed. The completed form should be submitted to the District Clerk prior to the beginning of public participation. Spontaneous questions will be handled as time permits. Speakers will be limited to three minutes. Written statements are encouraged to supplement verbal remarks if speakers feel three minutes are insufficient to cover their topics.

The Board of Education, recognizing the complexity of school operations, understands that from time to time there will be concerns about personnel or practices. Constructive criticism or concerns that are sincerely motivated will be dealt with openly in an attempt to arrive at a fair and equitable resolution of the matter. In attempting to resolve such matters, residents are to be directed first to those directly involved with the issue. In the event that a concern cannot be resolved at that level, the concern may be brought to the next higher authority for resolution.

If this is a concern, please indicate whether you have attempted to resolve this issue with the appropriate staff member.

☐ yes ☐ no Teacher or Other Employee _____
(Name)

☐ yes ☐ no Building Principal/Supervisor _____
(Name)

☐ yes ☐ no Superintendent of Schools or his designee _____
(Name)

SPEAKERS NAME _____

ADDRESS, for follow-up if necessary (optional)

TOPIC _____

PHONE #, for follow-up if necessary (optional) _____

E-MAIL ADDRESS, for follow-up if necessary (optional) _____

Cross-ref: 1440, Complaints about School Personnel
2342, Agenda Preparation and Dissemination

Adoption date: December, 1991

Revised: October, 1999
November, 2010
February, 2016
March, 2018

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Persons wishing to address the Board shall advise the Board President within a reasonable time prior to the start of the public comment period ~~scheduled starting time~~ of the meeting. The request shall be made in writing on a form provided by the District. To maintain a first come, first served process, the District may request the ~~and shall include the~~ name of the speaker. For purposes of following up with speakers later, the District may request the speaker's address, telephone number, or e-mail address. ~~name of organization represented (if any)~~ To limit comments to matters which may be properly discussed in public session, the District shall request ~~and~~ a brief description of the topic to be addressed. Any group or organization wishing to address the Board must identify a single spokesperson.

Presentation should be as brief as possible. No speaker will be permitted to speak for longer than 3 minutes. Speakers may comment on any matter related to District business.

The Board will not permit in public session discussion involving individual District personnel or students ~~which would be prohibited by law~~. Persons wishing to discuss matters involving individual District personnel (Refer to Policy 1440) or students should present their comments and/or concerns to the Superintendent during regular business hours.

All speakers are to conduct themselves in a civil manner. Obscene language, slanderous statements, threats of violence, statements advocating racial, religious, or other forms of prejudice will not be tolerated.

Persons making presentations at a Board meeting ~~should will~~ address remarks to the Board of Education and may direct questions or comments to Board members or other District officials only upon the approval of the President. For clarification of public comments, Board members and the Superintendent shall have the privilege of asking questions of any person who addresses the Board.

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Ref: *Matter of Martin*, 32 EDR 381 (1992)
Appeal of Wittenben, 31 EDR 375 (1992)
Matter of Kramer, 72 EDR 114 (1951) _____
 _____ *Appeal of Kushner*, 49 EDR 263 (2010)
 _____ ~~NYS Department of State, Committee on Open Government,~~
 _____ ~~OML AO #2696 (Jan. 8, 1997) and OML AO #2717 (Feb. 27, 1997)~~ _____

Cross-ref: 1440 Complaints About School Personnel
 _____ 2342 Agenda Preparation and Dissemination

Adoption Date: December, 1991

Revised: April 28, 2009

February 10, 2016

~~Draft 2017-10-06~~ [INSERT DATE]

SMOKING AND OTHER TOBACCO USE ON SCHOOL PREMISES

Due to the health hazards associated with smoking, and in accordance with federal and state law, the Board of Education prohibits smoking and all other tobacco use, and use of an electronic cigarette or e-cigarette, in all school district buildings, on school grounds, and in any vehicle used to transport students or personnel. Smoking or tobacco use is also prohibited within 100 feet of all school entrances, exits and outdoor areas, except where that is a residence or residential property. “Electronic cigarette” or “e-cigarette” means an electronic device that delivers vapor which is inhaled by an individual user (including vaporizers, vapor pipes, and vape pens), and shall include any refill, cartridge and any other component of such a device. ~~The Board also prohibits the use of e-cigarettes in these locations.~~

The District's smoking policy shall be prominently posted in each building, at designated outdoor locations on school premises (e.g. athletic fields) and in all district vehicles. The Board designates the Superintendent of Schools or his/her designee as an agent responsible for informing individuals smoking cigarettes or e-cigarettes, or using tobacco unlawfully that they are in violation of Article 13-E of the Public Health Law and/or Section 409 of the Education Law and/or the federal Pro-Children Acts of 1994 and 2001. Persons ~~using e-cigarettes~~ in violation of this policy will be asked to stop. Students and staff may be subject to consequences outlined in the Code of Conduct, and visitors or contractors may be asked to ~~or~~ leave school property.

Cross-ref: 5300, Code of Conduct

Ref: Education Law §§409(2)
 Public Health Law Article 13-E
 Public Health Law §§206; 340; 347; 1399-aa
 The Pro-Children Act of 2001, 20 U.S.C. §§1781 *et seq.*
 The Pro-Children Act of 1994, 20 U.S.C. §§6081 *et seq.*

Adoption Date: December, 1991

Revised: May 26, 2009
 September 3, 2014

Information First Reading – March 7, 2017

PARENTAL INVOLVEMENT

The Board of Education believes that positive ~~parental involvement~~ parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. ~~Parental involvement~~ Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages ~~parental involvement~~ parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents, family members and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of ~~parental involvement~~ parent and family engagement.

Title I ~~Parental Involvement~~ Parent and Family Engagement- District Level Policy

Consistent with the parent ~~involvement~~ and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child’s education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level ~~parental involvement~~ parent and family engagement procedures, as further required by federal law.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

At a minimum, ~~parental involvement~~ parent and family engagement programs, activities and procedures at both the district and individual school level must ensure that parents and family members:

- Play an integral role in assisting their child’s learning;
- Are encouraged to be actively involved in their child’s education at school; and
- Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The federal definition of the term “parents” refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

District and school level Title I ~~parental involvement~~ parent and family engagement programs, activities and procedures will provide full opportunities for the informed participation of parents and family members (including those who have ~~with~~ limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.

As further required by federal law, parents [and family members](#) of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents [and family members](#) also will participate in the process for developing [either a comprehensive or targeted "support and school improvement plan"](#) when the school their child attends ~~fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement~~ by the State [as needing this plan](#).

Parent [and family member](#) participation in development of district wide Title I plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent [and family member](#) involvement in the development of the district wide Title I plan:

- The Joint PTA Council President will participate in the development of the policy
- Parent representatives from each of the Title I Schools are invited to assist in the development of the Parent Compact
- Input is requested from all parents through building PTAs
- Parents are encouraged to participate in the Parental Involvement Plan through day and evening Parent-Teacher Conferences, Infinite Campus-Parent Portal, Connect-Ed messages and the District website.

Development of school level ~~parental involvement~~ [parent and family engagement](#) approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance and all other support necessary to assist them in planning and implementing effective ~~parental involvement~~ [parent and family engagement](#) programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

- Provide an opportunity for parents to provide input and review the ~~Parent Involvement Plan~~ parent and family engagement approaches through PTA meetings
- Provide a draft policy on the District website and through the Infinite Campus Parent Portal. Parents will be encouraged to provide feedback and comment
- Provide parents and families an opportunity to provide comment on the ~~Parent Involvement Plan~~ parent and family engagement approaches during day and evening Parent-Teacher conferences and junior high school Parent Breakfasts
- Make translations available upon request

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the District and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content ~~and student achievement~~ **challenging academic** standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

- Conduct Open Houses and encourage ~~parental~~ feedback and comment
- Present information at Shared Decision/Site-Based Team Meetings
- Present information at building and District level PTA meetings
- Provide information at day and evening Parent-Teacher Conferences
- Provide information at flexibly scheduled Parent-Teacher Conferences
- Post information to the District website
- Post information to the Infinite Campus Parent Portal
- Utilize the Connect-Ed (global telephone communication messaging system) to keep parents informed
- Provide information through parent mailings and the District calendar
- Offer parent workshops and disseminate information on community parent programs
- Utilize report cards, progress reports, and e-mail blasts as additional sources to keep parents ~~aware~~ of their integral role in assisting their child(ren)

2. Provide materials and training to help parents work to improve their child's academic achievement **such as literacy training and using technology (including education about the harms of copyright piracy)**. To achieve this objective, the district and its Title I schools may offer activities, such as the following:

- Distribute literacy information during Open Houses, Parent-Teacher Conferences, general school correspondence
- Conduct elementary *Milk and Cookie Programs*; *Parents as Reading Partners*
- *Night*
- Provide ~~MST (Math, Science, Technology) Expos~~ STEM
- Offer *Book Club Programs*
- Implement a *Visiting Author Program*
- Provide a *Summer Reading Program*
- Offer the *Cultural Arts in Education Program*
- Provide a PTA – School Report Card Review
- Post information to the District Website and Infinite Campus Parent Portal
- Utilize Connect-Ed messaging
- Offer Parent Training and workshops
- Provide parent community forums
- Provide information through the Board of Education Meetings

- Extra Help

3. Educate its teachers, ~~pupil-services personnel~~ specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:

- reach out to, communicate with, and work with parents as equal partners;
- implement and coordinate parent programs; and
- build ties between parents and the schools.

To achieve this objective, the District and its Title I schools will:

Actively involve parents in this training through such forums as the PTA and Shared Decision Making/Site Based Teams. In addition, parent training will be offered through parent workshops, as offered through the office of School and Community Partnerships.

4. Ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with ~~NCLB~~-Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with ~~any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs~~ other Federal, State, and local programs, including public preschool programs. It will do this by:

~~The Superintendent of Schools or his/her designee will be responsible for coordinating programs and strategies and will identify what monitoring or follow-up procedures will be conducted with regard to the Parent Involvement Plan.~~

Review of district wide ~~parental involvement~~ parent and family engagement policy

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this ~~parental involvement~~ parent and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent ~~involvement~~ and family engagement policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

- Provide an opportunity for parents to provide input and review of this policy through PTA meetings

- Make this policy available on the district website and through I campus parent portal where parents will be encouraged to provide feedback and comment.
- Provide translation services where needed

Cross-ref: 4010, Equivalence in Instruction

Ref: 20 USC §§6318(a)(2); ~~7801(38), No Child Left Behind Act of 2001~~ Every Student Succeeds Act (§~~1118~~ §1116 of the Elementary and Secondary Education Act)
~~8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)~~
U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004

Adoption date: January 29, 2004
Revised: March 9, 2010

Information First Reading – March 7, 2018

NYSSBA Sample Exhibit 1900-E.1

Title I ~~Parental Involvement~~ Parent and Family Engagement - School Level Approach

NOTE: Each public school served under Title I must develop with and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that is also agreed on by such parents and describes the means for implementing NCLB parental involvement requirements.

Since individual schools in New York do not adopt policy, we suggest that each individual school policy be attached as an exhibit to the district-wide policy.

The **Three Village Central School District** recognizes that parents **and family members** play an integral role in assisting their child's learning. We encourage parents **and family members** to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal **Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB)** **and the Every Student Succeeds Act of 2015 (ESSA)**:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's ~~parental involvement~~ **parent and family engagement** policy.

NYSSBA Sample Exhibit 1900-E.2

Student Academic Achievement School-Parent Compact

REVISED NOTE: In order to comply with the law, districts must create a school-parent compact that is jointly developed with the parents of all participating children. In general, the compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

The compact presented below is a sample only and must be customized to reflect the actual school-parent compact. The italicized items under "Parent's Responsibilities" are those that are no longer listed in the law, but may still represent good practice.

School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the **[2018-2019]** school year:

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child's academic achievement;
- Provide parents with frequent reports on their child's progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable, in a language that the parents and family members can understand

Parents' Responsibilities

We, as parents, will support our children's learning in the following ways:

NEW NOTE: The first three items in the list below (italicized) were removed from the federal law as suggestions for parents to support their children's learning: monitoring attendance, ensuring homework completion, and limiting television time. It is unclear why these specific items were removed, but they are not prohibited from inclusion in your school's compact.

- *Monitor my child's attendance;*
- *Make sure that homework is completed;*

NYSSBA Sample Exhibit 1900-E.2

- *Limit amount of television my child watches;*
- Volunteer in my child's school;
- Participate in decisions regarding my children's education;
- Promote positive use of my child's extracurricular time; and
- Stay informed about my child's education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

School

Parent

Student

Date

Date

Date

SCHOOL DISTRICT OFFICER AND EMPLOYEE CODE OF ETHICS

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any officer or employee may call into question the integrity of the management or operation of the school district. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of District officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of District goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all District officers and employees under the provisions of the General Municipal Law. Therefore, every officer and employee of the District, whether paid or unpaid, shall adhere to the following code of ~~conduct~~ ethics.

Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- “Contract” is defined broadly to include any claim or demand against the District or account or agreement with the District, whether expressed or implied which exceeds the sum of \$750.00 in any fiscal year.
- An “interest” is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the District.

No Board member, officer or employee shall have an “interest” (i.e., receive a direct or indirect benefit as the result of a contract with the district) in:

1. a firm, partnership or association in which he/she is a member or employee;
 2. a corporation in which he/she is an officer, director or employee;
 3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
 4. a contract between the District and his/her spouse, minor child or dependents, except for an employment contract between the school district, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.
1. Gifts: A Board Member, ~~An~~ officer or employee shall not directly or indirectly solicit any gift or accept or receive any gift having a value of \$75 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: A Board Member, ~~An~~ officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. This includes matters discussed in executive session. However, the Board, acting as a whole, may decide to disclose such information where disclosure is not prohibited under the law.
3. Representation before the Board or District: A Board Member, ~~An~~ officer or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the school district.
4. Disclosure of interest in matters before the Board: A Board Member, ~~An~~ officer or employee of the District, whether paid or unpaid, must publicly disclose the nature and extent of any interest they or their spouse have, will have or later acquire in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the school district (including oral agreements), to the governing body and his/her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the school district. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term “interest” means a pecuniary or material benefit accruing to an officer or employee. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law.
5. Investments in conflict with official duties: A Board Member, ~~An~~ officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law.
6. Private employment: A Board Member, ~~An~~ officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
 - A District teacher or staff member may not provide private tutoring services, therapy or social services for any student who is presently in any of his/her classes or assignments.
 - A District teacher or staff member may not provide private tutoring services on school grounds or during the school day.

7. Future employment: A Board Member, ~~An~~ officer or employee shall not, after the termination of service or employment with the District, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.
8. Involvement with Charitable Organizations: A Board member, officer or employee may be involved as a volunteer, officer or employee in a charitable organization which has a relationship with the district. If a Board member is a board member, officer or employee of the charitable organization the Board member must disclose such relationship in writing to the district, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the district unless specifically authorized to do so by the Board.

Distribution of Code of Ethics

The District Clerk shall cause a copy of this Code of Ethics to be distributed to every member of the Board, ~~every officer and employee of the school district~~ and a copy will be posted on the District web site. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the District Clerk shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the District's jurisdiction in a place conspicuous to the District's officers and employees.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics and its accompanying regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Ref: ~~General Municipal Law §§806-808~~

Ref: General Municipal Law §§806-808

Opn. St. Comp. 2008-01

Application of the Board of Education, 57 EDR Dec. No. 17,147 (2017)

Application of Nett and Raby, 45 EDR 259 (2005)

Adoption Date: September 8, 2009

Revised: January 24, 2012

Information First Reading March 7, 2018

EXECUTIVE SESSIONS

The Board of Education reserves the right, within the constraints of State Law, to meet in executive session. Such sessions can be requested by any member of the Board or the Superintendent of Schools.

In most cases, only the Board and the Superintendent will be present; however, the President may invite person(s) other than Board members to attend an executive session if in his/her judgment such person(s) may furnish special information on the topic to be discussed, unless objected to by the majority of the Board. The Board may permit staff and other persons whose presence is deemed necessary or appropriate to attend an executive session or any part thereof.

Upon a majority vote of its members, the Board may convene in executive session to discuss the subjects enumerated below. Matters which may be considered in executive session are:

1. matters which will imperil the public safety if disclosed;
2. any matter which may disclose the identity of a law enforcement agent or informer;
3. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. discussions regarding proposed, pending or current litigation;
5. collective negotiations pursuant to Article 14 of the Civil Service Law (the Taylor Law);
6. medical, financial, credit or employment history of a particular person or corporation;
7. the preparation, grading or administration of examinations; and
8. the proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

Matters which may only be considered in executive session are:

9. discussions concerning probable cause to bring disciplinary charges against an employee; and
10. ~~discussions concerning findings and/or placement of students by the Committee on Special Education.~~

The vote to go into executive session shall be detailed enough to allow the public to understand the topic the Board will be discussing, without disclosing specifics. Discussion in executive session shall be limited to the topic(s) identified in the motion.

Formal action or vote on matters enumerated in paragraphs 9 ~~and 10~~ above may only be taken by the Board during an executive session. No formal action or vote may be taken on any other matter. The Board shall reconvene in open session to take final action on other matters discussed, and to adjourn the meeting.

Individual Board members, acting on their own, shall not disclose matters discussed in executive session. However, the Board, acting as a whole, may decide to disclose such information where disclosure is not prohibited under the law.

Minutes of executive sessions will reflect all actions and votes taken by the Board in executive session without personally identifying employees or students affected thereby. The name of the person who called for the executive session will also appear in the minutes of the public meeting.

Cross-ref: 2160, Code of Ethics

Ref: Education Law §1708 (3)
Public Officers Law §§100 et seq.
Application of the Board of Education, 57 EDR Dec. No. 17,147 (2017)
Application of Nett and Raby, 45 EDR 259 (2005)
Formal Opinion of Counsel No. 239, 16 EDR 457 (1976)

~~Ref:—Education Law §§ 1606; 1708 (3)~~
~~Open Meetings Law §100 et seq.~~
~~Public Officers Law §§ 93; 95; 96; 100; 105~~
~~Formal Opinion of Counsel to the State Education Department, No. 239~~

Adoption Date: December, 1991

Revised: November 4, 2009

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EMERGENCY INTERVENTION

Staff will not use physical restraint as a substitute for systematic intervention to modify inappropriate behavior. Staff who may be called upon to implement emergency interventions will be trained on safe and effective restraint procedures. Physical restraint may be used in an emergency where alternative procedures and methods not involving the use of physical force would be ineffective in controlling the student's behavior.

During emergencies, immediate intervention by staff involving the use of reasonable physical force may be necessary, to protect oneself from physical injury, to protect another student or teacher or any person or property from injury or damage, or to restrain or remove a student whose behavior is interfering with the orderly functioning of the school.

The District shall document the use of emergency interventions for each student. This shall include the student's name and date of birth, the setting and location of the incident, the staff members involved, other persons involved, a description of the incident and the intervention used, the duration of the incident, a statement as to whether the student has a current behavioral intervention plan, and details of any injuries sustained by either the student or others, including staff, as a result of the incident. Documentation of emergency interventions shall be reviewed by school supervisory personnel and, as necessary, the school nurse or other medical personnel. The student's parents/guardians shall be notified of the emergency intervention.

Ref: 8 NYCRR §§19.5; 200.15; 200.22

Adoption date:

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Three Village Central School District Documentation of Emergency Intervention
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Date: _____ School: _____

Name of Student: _____ Date of Birth: _____

Signature of Person completing this form: _____

Signature of Building Administrator: _____

The student has a behavioral intervention plan: _____ YES _____ NO

Staff members and other persons involved:

The location and setting the incident took place:

Description of the incident and the emergency intervention used, including duration:

Details of any injuries sustained by the student or others, including staff, as a result of the incident:

Was anyone seen by the nurse? _____ YES _____ NO

Parent notified on _____
Date

Emergency Interventions

8 NYCRR §§200.15(f) and 200.22(d)

- Emergency means a situation in which immediate intervention involving the use of reasonable physical force is necessary to protect oneself from physical injury; to protect another pupil or teacher or any person from physical injury; to protect the property of the school, school district or others; or to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school or school district functions, powers and duties.
- Emergency interventions must be used only in situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed.
- The parent of the student must be notified when an emergency intervention has been used with his/her child. The documentation of emergency interventions must be reviewed by school supervisory personnel and, as necessary, the school nurse or other medical personnel.

INTERNET SAFETY REGULATION

4526.1-R

The following rules and regulations implement the Internet Safety Policy adopted by the Board of Education to make safe for children the use of district computers for access to the Internet and World Wide Web. For purposes of this regulation, the computer network coordinator refers to the Executive Director of Instructional Technology.

I. Definitions

In accordance with the Children's Internet Protection Act,

- *Child pornography* refers to any visual depiction, including any photograph, film, video, picture or computer or computer generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where (a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; ~~It also includes any~~ (b) such visual depiction that (a) is, ~~or appears to be,~~ or is indistinguishable from that of a minor engaging in sexually explicit conduct; or (c) ~~(b) such visual depiction~~ has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct. ~~; or (e) is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.~~
- *Harmful to minors* means any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

II. Blocking and Filtering Measures

- The Superintendent or his or her designee shall secure information about, and ensure the purchase or provision of, a technology protection measure that blocks access from all district computers to visual depictions on the Internet and World Wide Web that are obscene, child pornography or harmful to minors.
- The district's computer network coordinator shall be responsible for ensuring the installation and proper use of any Internet blocking and filtering technology protection measure obtained by the district.
- The computer network coordinator or his or her designee may disable or relax the district's Internet blocking and filtering technology measure only for adult staff members conducting research related to the discharge of their official responsibilities.

- The computer network coordinator shall monitor the online activities of adult staff members for whom the blocking and filtering technology measure has been disabled or relaxed to ensure there is not access to visual depictions that are obscene or child pornography.

III. Monitoring of Online Activities

- The district's computer network coordinator shall be responsible for monitoring to ensure that the online activities of staff and students are consistent with the district's Internet Safety Policy and this regulation. He or she may inspect, copy, review, and store at any time, and without prior notice, any and all usage of the district's computer network for accessing the Internet and World Wide Web and direct electronic communications, as well as any and all information transmitted or received during such use. All users of the district's computer network shall have no expectation of privacy regarding any such materials.
- Staff supervising students using district computers shall help to monitor student online activities to ensure students access the Internet and World Wide Web, and/or participate in authorized forms of direct electronic communications in accordance with the district's Internet Safety Policy and this regulation.
- The district's computer network coordinator shall monitor student online activities to ensure students are not engaging in hacking (gaining or attempting to gain unauthorized access to other computers or computer systems), and other unlawful activities.

IV. Training and Information

- The district's computer network coordinator shall provide training and/or information to staff on the requirements of the Internet Safety Policy and this regulation.
- The ~~training of staff~~ communication shall highlight the various activities prohibited by the Internet Safety Policy, and the responsibility of staff to monitor student online activities to ensure compliance.
- The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.
- Staff and students will be advised to not disclose, use and disseminate personal information about students when accessing the Internet or engaging in authorized forms of direct electronic communications.
- Staff and students will also be informed of the range of possible consequences attendant to a violation of the Internet Safety Policy and this regulation.

V. Reporting of Violations

- Violations of the Internet Safety Policy and this regulation by students and staff shall be reported to the Building Principal.
- The Principal shall take appropriate corrective action in accordance with authorized disciplinary procedures.
- Penalties may include, but are not limited to, the revocation of computer access privileges, as well as school suspension in the case of students and disciplinary charges in the case of teachers.

Adoption date: April 22, 2015

Policy Committee – February 1, 2018

GRADUATION REQUIREMENTS

The Board of Education will determine the graduation requirements of the District in accordance with the Regulations of the Commissioner of Education. The Superintendent of Schools shall develop regulations setting forth the diploma requirements. Such regulations shall be approved by the Board and shall be provided to students and parents each year once a student reaches the eighth grade.

Participation in the graduation exercises will be predicated on satisfactory completion of all graduation requirements, except as permitted by policy 4772.

Cross-ref: [4772, Graduation Ceremonies](#)
 [4773, Diploma and Credential Options for Students with Disabilities](#)

Ref: 8 NYCRR §§100.5; 100.6

Adoption date: October 25, 2005

Revised: October 12, 2010

Information First Reading March 7, 2018

GRADUATION CEREMONIES

The graduation or commencement ceremony is a time to celebrate the honors and achievements of the graduating class. The Board of Education will establish the date for graduation ceremonies, while the administration will determine the place and program details, including attire. Academic and other awards and scholarships may be presented along with diplomas. Speakers may be selected from among the graduating class.

Participation in the graduation ceremony and related activities will be predicated on satisfactory completion of all graduation requirements, or as otherwise described in this policy. Exceptions may be made under extraordinary circumstances with the permission of the Superintendent of Schools. A student who has earned either a Career Development and Occupational Studies Commencement Credential (CDOS) or Skills and Achievement Commencement Credential (SACC) by the time his/her ninth-grade cohort reaches graduation may, but is not required to, participate in that graduation ceremony and related activities.

If a student who participates in the graduation ceremony by earning a CDOS or SACC only subsequently meets the requirements for either a Regents or local high school diploma, he/she may participate in the graduation ceremony of that graduating class as well.

A student with a disability who participates in graduation ceremonies by earning only a CDOS or SACC is entitled to continue his/her educational program until the end of school year in which the student turns 21 years old, or until he/she earns a Regents or local high school diploma.

The Superintendent shall develop regulations to implement this policy, to be adopted by the Board. The district shall provide annual written notice to all students and their parents/guardians of the requirements of this policy and associated regulations.

Cross-ref: 4321, Programs for Students with Disabilities Under the IDEA and New York's Education Law Article 89
 4321.9, Declassification of Students with Disabilities
 4773, Diploma and Credential Options for Students with Disabilities

Ref: Education Law §3204(4-b)
 8 NYCRR §§100.5; 100.6

Adoption date:

Information First Reading – March 7, 2018

GRADUATION CEREMONIES REGULATION

Participation by Earning a CDOS or SACC

A student who has earned either a Career Development and Occupational Studies Commencement Credential (CDOS) or a Skills and Achievement Commencement Credential (SACC), but not a high school diploma, shall be allowed to participate in the graduation ceremony and related activities of the student's graduating class.

The district shall retain a record of each student's ninth grade cohort. Each year, the High School Building Principal shall determine whether each student who entered ninth grade with the current year's graduating class is eligible to participate in that year's graduation ceremony, pursuant to state law, Board policy and this regulation.

During the school year in which the ninth grade cohort enters twelfth grade, the High School Building Principal shall submit to the Superintendent of Schools or designee the name(s) of all students who are on track and expected to earn either a CDOS or SACC, but not a Regents or local high school diploma, by the time of graduation.

For each student so identified, the Superintendent or designee shall ascertain whether the student wishes to participate in the graduation ceremonies and related activities of that year's graduating class by discussing the matter with the student and/or parent/guardian either in person, in writing, by telephone, or via email.

For any student who meets such requirements and wishes to participate in the graduation ceremony and related activities, the Superintendent shall ensure, prior to graduation, that the High School Building Principal, the student, and his/her parent(s)/guardian(s) are notified that the student may participate in that year's graduation ceremony and related activities, and shall ensure his/her participation is facilitated.

The district shall provide annual written notice to all students and their parents/guardians of the requirements of this regulation and associated policy.

Adoption date:

Information First Reading – March 7, 2018

**DIPLOMA AND CREDENTIAL OPTIONS FOR STUDENTS
WITH DISABILITIES**

The Board of Education is committed to supporting all students so they are college- and career-ready upon graduation. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma or credential based on their Individualized Education Plan (IEP).

Regents Diploma or Regents Diploma with Advanced Designation

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

Local Diploma

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

Career Development and Occupational Studies Commencement Credential

Students with disabilities, who are not students with severe disabilities under Commissioner's Regulations, may be issued a New York State Career Development and Occupational Studies Commencement Credential (CDOS), pursuant to the requirements of those regulations. The student may pursue a CDOS either in addition to or instead of a high school diploma. The district shall ensure that such students have been provided with appropriate opportunities to earn a high school diploma.

Skills and Achievement Commencement Credential

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a skills and achievement commencement credential pursuant to the requirements of Commissioner's Regulations 8 NYCRR §100.6.

Continued Right to Educational Services

If a student receiving a Career Development and Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

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Graduation Ceremonies

Students with disabilities may participate in graduation ceremonies as permitted under state law and described in policy 4772, Graduation Ceremonies.

~~Cross-ref: 4321, Programs for Students with Disabilities
4770, Graduation Requirements~~

~~Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9~~

Cross-ref: 4321, Programs for Students with Disabilities
4770, Graduation Requirements
4772, Graduation Ceremonies

Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9

Adoption date: December 11, 2013

Information First Reading – March 7, 2018

CHILD ABUSE, MALTREATMENT OR NEGLECT
IN A DOMESTIC SETTING

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused, maltreated or neglected children and refer them for treatment and protection. The Board further recognizes the specific dictates of law which require school officials to report suspected instances of child abuse, maltreatment (which includes neglect) in a domestic setting.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist him or her and his or her family.

School officials, who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment, must immediately report this to the New York State Central Register for Child Abuse and Maltreatment (Central Register), as required by law. No conditions may be imposed which limit their responsibility to report. A school official is defined as:

- Teacher
- Guidance counselor
- Psychologist
- Nurse
- Social Worker
- Full or part-time paid athletic coach
- Administrator
- Any school personnel required to hold a teaching or administrative license or certificate.

The school official will also report the matter to the Building Principal.

The report shall be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register.

School employees who are not school officials, as defined above, but who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment are encouraged to report to the Central Register. However, the school employee must report the matter to the Building Principal. If the matter has not yet been reported to the Central Register, the Building Principal shall make the report, in accordance with state law. In being required to file such report, the Building Principal does not have discretion.

School employees or officials may not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any school official who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants immunity to persons who, in good faith, report instances of child abuse from any liability.

School employees will not be subject to retaliatory action, as defined in state law, as a result of making a report when they reasonably suspect that a child has been abused or maltreated.

The Board recognizes that knowingly reporting a false claim of child abuse is a violation of state law and this policy acknowledges that it is a crime to do so. The district will make every reasonable effort to ensure the integrity of the district's child abuse reporting process and procedure.

School District Relationship with Local Social Service District

The school district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse. The Superintendent, or his or her designee, will represent the district when collaborating with local social service agencies to address instances of abuse or maltreatment, and in the development of policy and procedures regarding abuse or maltreatment (including educational neglect). In addition, the Superintendent will share a copy of the district's attendance policy, 5100, with the local social service district.

Training Program and Dissemination of Information

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment, including the legal implications of reporting and not reporting. Attendance at sessions of this training program shall be required of all school employees. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

The Superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program, to be approved by the Board. In addition, the policy and regulations will be included in all employee handbooks and/or available to all school officials who are not covered under existing handbooks. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy

As required by state law and regulation, the district shall publicize the toll-free number for reporting child abuse and neglect to the Central Register (800-342-3720), and directions for accessing the NYS Office of Children and Family Services website (<http://ocfs.ny.gov/main/cps/>), in both English and Spanish.

Cross-ref: Attendance, 5100

Ref: ~~Child Protective Services Act of 1973, Social Services Law §§411 et seq.~~
~~Social Services Law §34-a~~
~~Family Court Act §1012~~
~~Family Educational Rights and Privacy Act,~~
~~20 U.S.C. §1232g, 45 CFR §99.36~~
~~Education Law §§3209-a, 3036~~
~~Penal Law 240.50~~

Child Protective Services Act of 1973, Social Services Law §§411 et seq.
Social Services Law §34-a
Family Court Act §1012
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 45 CFR §99.36
Education Law §§409-l; 3209-a, 3036
Penal Law 240.50
8 NYCRR §100.2(nn)

Adoption date: April 22, 2015

Information First Reading March 7, 2018

CHILD ABUSE, MALTREATMENT OR NEGLECT IN A DOMESTIC SETTINGREGULATION

New York State Law (Child Protective Service Act of 1973, as amended) provides for reporting of suspected cases of child abuse by school officials. These regulations are designed to implement this law within the district and to help protect students from the harmful effects of child abuse.

Definitions

The definition of child abuse and maltreatment is established by law.

Abused Child, according to Social Services Law and the Family Court Act, is a child less than 18 years of age whose parent or other person legally responsible for his or her care:

- a. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
- b. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
- c. commits, or allows to be committed, a sex offense against such child, as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

Neglected or maltreated child, according to the Family Court Act, is a child less than 18 years of age:

- a. whose physical, mental, or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his or her parents or other person legally responsible for his care to exercise a minimum degree of care:
 - 1) in supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or

In order for a report of educational neglect to be accepted, three elements need to be established:

- a. Excessive absence from school by the child
- b. Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and the parent has contributed to the problem or is failing to take steps to effectively address the problem, and;
- c. Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.

2) in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or

- b. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

Person legally responsible includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Impairment of emotional health and impairment of mental or emotional condition includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent, guardian, or custodian to exercise a minimum degree of care toward the child.

Reporting procedures and related information:

1. All school officials must, when they have reasonable cause to suspect that a child is abused or maltreated, report it to the New York State Central Register for Child Abuse and Maltreatment (800-342 3720). A school official, under state law, is defined as:

- Teacher
- Guidance counselor
- Psychologist
- Nurse
- Social Worker
- Full or Part-time athletic coach
- Administrator
- Any school personnel required to hold a teaching or administrative license or certificate.

Personnel have the right to request that information which would identify the individual making the report be withheld if furnishing such data might prove detrimental to the safety or interest of that individual.

2. The school official must also report the matter to the Building Principal who will determine if any additional steps need to be taken by the school district (for instance, contacting the school physician, social worker or other support services).
3. In the event that a school employee, who is not required to report under the law (such as a bus driver, custodian, cafeteria monitor, etc.), has reasonable cause to suspect that a child is abused or neglected, he/she is encouraged to make a report to the Central Register. The employee must, by district policy, report the matter to the Building Principal.
4. If the Building Principal is informed of a case of suspected child abuse or maltreatment that has not yet been reported to the Central Register, the Building Principal is required to:
 - a) phone the New York State Central Register for Child Abuse and Maltreatment (800-342 3720) and inform them verbally of the problem; or
 - b) contact the above agency by telephone facsimile machine on a form supplied by the Commissioner of Social Services; and
 - c) file a written report with the local child protective services agency and the Central Register within forty-eight hours after the above report; and,
 - d) determine if additional steps need to be taken by the school district, as outlined in step 2 above.
5. The Building Principal may take color photographs or cause photographs to be taken of the areas of visible trauma on the child, and/or, if medically indicated, cause an examination to be performed. Such actions may be performed at public expense if they will provide appropriate documentation when filing the report. Photographic equipment shall be kept at the school and be available for this purpose.
6. The written report that must be filed shall include all information which the Commissioner of Social Services may require.
7. If it should be necessary for Child Protective Services to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of a school official, unless circumstances require otherwise. The school official shall examine and verify the credentials of Child Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.

If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.

8. The Building Principal shall request a summary report of the investigation of a case referred to Child Protective Services so the district can take appropriate next steps.
9. The district shall maintain an ongoing training program which will address identification and reporting of child abuse and maltreatment. Attendance at sessions of this training program shall be required of all school employees.
10. Employee handbooks shall include a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.
11. Only one report of any suspected abuse is required.
12. School personnel who, in good faith, make a report or take photographs of injuries and bruises have immunity from any liability, civil or criminal. The good faith of any person required to report cases of child abuse or maltreatment is presumed.
13. School personnel who have reasonable cause to suspect that a child has died as a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.
14. Any person required to report suspected cases of child abuse or maltreatment and who fails to do so may be found guilty of a class A misdemeanor and may be held civilly liable for the damages caused by this failure.
15. Any school employee who fails to comply with this policy is subject to discipline in accordance with collective bargaining agreements and/or policy.
16. The district shall post the toll-free number for the Central Register (800-342-3720) and directions for accessing the NYS Office of Children and Family Services (<http://ocfs.ny.gov/main/cps/>), in both English and Spanish, on the district website and in highly visible areas of school buildings so it is readily accessible to students and staff. The district shall also make such information available in district and school administrative offices, provide it to parents/persons in parental relation at least once per school year (including electronically and/or sent home with students), and provide it to all teachers and administrators [optional language: and all other mandated reporters].

Adoption date: 04 22 2015

Information First Reading March 7, 2018

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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STAFF DEVELOPMENT

The Board of Education believes that staff training and development help ensure the success of educational programs and improve the efficiency of the district. Therefore, the district will provide development opportunities to staff to increase their effectiveness and job performance. The Superintendent of Schools shall be responsible for implementing and administering staff development programs for the district's employees.

Administrators

All administrators in the school district will receive appropriate training and professional development in accordance with law, regulation or any applicable collective bargaining agreement. The Superintendent will be responsible for providing such training and development.

Teachers

All teachers will be provided with substantial professional development opportunities directly related to student learning in accordance with any applicable collective bargaining agreement and the district's Professional Development Plan. Level III teaching assistants and long-term substitute teachers (employed for more than 40 days in a school year) shall have the opportunity to participate in the district's professional development program. The plan shall include:

- A needs analysis, goals, objectives, strategies, activities and evaluation standards for professional development in the district and a description of how the district will provide all teachers substantial professional development activities directly to student learning needs identified in school report cards and other sources.
- A description of how the professional development provided will align with New York standards and assessments, teacher capacities and student needs, including linguistic, cultural diversity and special needs. Activities must be articulated across grade levels and subject areas and show how they will be provided and measured in a continuous manner.
- A description of how it will provide ~~teachers holding a professional certificate~~ and Level III teaching assistants with opportunities to maintain their certificate in good standing by successfully completing ~~175~~ 100 hours of professional development every five years.
- A mentoring program to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement.
- Unless granted an exemption by the Commissioner of Education, a description of how the district will provide professional development to teachers and Level III teaching assistants to address the needs of English Language Learners.

The Board shall establish a Professional Development Team to review and revise the district's Professional Development Plan annually. The Board shall appoint members to the team at the first regular Board meeting in September.

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The Professional Development Team shall meet on or before October 1. The Superintendent or his/her designee will serve as the chair of the team and will be responsible for ensuring the timely review and revision of the district's Professional Development Plan.

The Professional Development Team will submit any recommended revisions to the Professional Development Plan to the Board by April 1. The Board will consider the recommendations at its first regular meeting thereafter. The Board may accept or reject the recommendations of the team in whole or in part. The Board may also request any additional information or data needed to evaluate the success of the program in achieving its objectives.

Any further changes in the plan must be submitted to the Board by June 1. The Board will consider and act on the revised plan by June 30th. The Board reserves the right to make changes to the revised plan.

Other Professional Staff and Support Staff

Holders of professional certificates in educational leadership service (i.e., school building leader, school district leader, school district business leader) are required to complete at least 100 hours of continuing education during every 5 year registration period. Unless the district is granted an exemption by the Commissioner of Education, at least 15 percent of those hours shall address the language acquisition needs of English Language Learners.

The District will provide staff development activities for other professional staff and support staff within the financial constraints of the District budget and in accordance with applicable collective bargaining agreements.

Other Staff Development Opportunities

The Board recognizes that many staff development opportunities are provided through non-school district sources. Within budgetary restraints, District employees may attend conferences, workshops, study councils, in-service courses, summer study grants, school visitations, and other relevant staff development opportunities.

Released time and reimbursement for such activities will be available upon approval of the Superintendent and in accordance with applicable collective bargaining agreements. The Superintendent may establish regulations pursuant to this policy to establish the circumstances under which such released time and reimbursement may be available. Staff members who attend such activities will be required to prepare a report or summary of the activity attended.

Ref: Education Law § 3604(8) (Superintendent conference days)
8 NYCRR § 100.2(dd) (Professional Development Plans)
8 NYCRR § 100.2(o)(iii)(b)(5) (required training on conducting staff evaluations)

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