



Long Lake
CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION MEETING
Thursday, August 13, 2019
6:00 p.m. Regular Meeting, LLCS Cafeteria

- I. Call to Order – President of the Board
 - a. Pledge of Allegiance
 - b. *Approval of the July 9, 2019 Regular & Reorganizational Meeting Minutes
 - c. *Approval of July 31, 2019 Special Meeting Minutes
 - d. Next Regular Meeting Date, Thursday, September 12, 2019 6:00 p.m. in Cafeteria at 6 p.m.
- II. Public Participation
- III. Superintendent's Update
- IV. Business Affairs
 - a. *Approval of June 2019 Treasurer's Reports
 - b. Comprehensive Budget and Revenue Status Reports
 - c. Warrants
 - d. *Budget Transfers
- V. Recommendations for Approval
 - a. *Approval of Non-Resident Students for 2019-2020 School Year.
 - b. *Approval or Code of Conduct.
 - c. *Approval of Policy Statement for Free and Reduced Price Meals or Free Milk for 2019-2020 School Year.
 - d. *Approval of Tax Warrant for 2019-2020 School Year.
 - e. *Approval of Any Certified Coach from Long Lake CSD or Indian Lake CSD to Substitute Coach on an Emergency Basis.
 - f. *Approval to Rescind June 13, 2019 Appointment of Hayden LaMere as Long-Term Substitute Effective July 25, 2019.
 - g. *Approval of 2019-2020 District Wide Safety Plan.
 - h. *Approval of Dana Goetze as Athletic Coordinator.
 - i. *Approval of Chris Sass as Technology Coordinator.
 - j. *Approval of Heather Kilpatrick as K-12 Teachers Aide
 - k. *Approval of Michele Gannon as 2019-2020 Yearbook Advisor
 - l. *Approval of Kristin Delehanty as 2019-2020 Elementary Soccer Coach
 - m. *Approval of Carey Pooler as 2019-2020 Arts and Education Coordinator
- VI. Policy Readings
 - a. #5681 School Safety Plans, #6212 Certifications and Qualifications

- VII. General Discussion
 - a. Capital Project
- VIII. 2nd Public Participation
- IX. Executive Session
 - a. To Discuss Matters which will Imperil Student Safety if Disclosed
- X. Adjourn

**LONG LAKE CENTRAL SCHOOL DISTRICT
DRAFT BOARD MEETING MINUTES**

Date: July 9, 2019
Time: 6:00 p.m.
Type of Meeting: Reorganization/Regular Meeting
Place: Cafeteria
Members Present: Michael Farrell
Alexandria Harris
Trisha Hosley
Joan Paula
Brian Penrose

Others Present: Noelle Short-Principal/Superintendent, Victoria Snide-Clerk of the Board

Call to Order: The Clerk of the Board called the meeting to order at 6:00 p.m. and followed with the Pledge of Allegiance.

New board member **Joan Paula took her Oath of Office.**

Approved: On Motion by Michael Farrell, seconded by Trisha Hosley, with all in favor, the nomination of **Brian Penrose as Board of Education President.**

Approved: On Motion by Trisha Hosley, seconded by Brian Penrose, with all in favor the nomination of **Michael Farrell as Board of Education Vice-President.**

Both Brian Penrose and Michael Farrell took their Oath of Office.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, the below **appointments and recommendations for the 2019-2020 school year:**

Chief Fiscal Officer	BOE President
Board Clerk	Victoria Snide
Treasurer	Lisa Walker
Deputy Treasurer	Kelsie Adams
Tax Collector	Jerome Flanagan
Deputy Tax Collector	Victoria Snide
Claims Auditor	Jerome Flanagan
School Physician/Medical Director/ Director of School Health Services	Dr. Russell Rider
School Attorney	Girvin & Ferlazzo
External Auditor	Larry Reece, CPA
Chief Information Officer	Elisha Pylman
Alternate Chief Information Officer	Noelle Short

Chief Emergency Officer	Noelle Short
Central Treasurer-Extra Classroom	
Activity Accounts	Lisa Walker
Attendance Officer	Michelle Billings
Asbestos (LEA) Designee	Anthony Clark
Purchasing Agent	Noelle Short
Records Management Officer	Noelle Short
Records Access Officer	Kelsie Adams
Civil Rights Compliance Officers	
(#6121)	Nicole Curtin & Joseph Koehring
Dignity Act Coordinator	Michelle Billings
Energy Conservation Task	
Force Member	Joan Paula
Chemical Hygiene Officers	Nicole Curtin & Anthony Clark
Liaison for Homeless Children	
& Youth	Elisha Pylman
Designated Education Official	Noelle Short
Reviewer of Public Works	
Contractors Payroll Records	Victoria Snide
Delegation for Sale of School	
Property (#5250)	Noelle Short
Official Bank Depository	Community Bank, N.A.
Integrated Pest Management	
Coordinator	Anthony Clark
Regular Board Meetings	2 nd Thursday of each month, unless otherwise noted
Official Newspaper	Hamilton County Express
Payroll Certifications	Noelle Short
Conferences & Workshop	
Attendance Approvals	Noelle Short
Petty Cash Fund	\$100.00
Check Signatures	Kelsie Adams
	Lisa Walker
	Noelle Short (Extra-Classroom Acct. only)
Budget Transfers	BOE approval for over \$5,000
Mileage Rate	\$.58/mile
Authorization of Investments	Victoria Snide
Tuition	Non-Resident \$1,000/family for 1 st child, \$300 each additional child
	Non-Resident Employee - \$100 for 1 st child, \$50 each additional child
	PreK- 50% of above rates
Official Undertakings (Bonds)	Tax Collector - \$1,000,000
	Treasurer - \$1,000,000
	Claims Auditor - \$1,000,000
	Business Manager - \$1,000,000
	All Other Employees - \$100,000
BOE Sick Bank Committee	
Member	Alexandria Harris

Credit Cards & Limits	American Express \$20,000 Exxon Mobil \$400
Designated No Smoking Zone Officials (#5640)	Anthony Clark Noelle Short
Superintendent Conference Approval	NYSCOSS Conferences Rural Schools Association Conferences NYSSBA Conferences BOCES Conferences NE Council of School Superintendents Conferences
BOE Members Approved Conferences	Fiscal Oversight Fundamental, Essentials of School Board Governance and New School Board Member Academy Workshops NYSSBA Conferences Rural Schools Association Conferences BOCES Conferences
Maximum # of Foreign Exchange Students Enrolled (#7133/7134)	Four
Foreign Exchange Tuition (#7133/7134)	\$9,000 Split 50/50 with Host Family
Foreign Exchange Agencies (#7133/7134)	AFS, International Fellowship, Youth for Understanding, Exchange Service International, Educatius, Svetlana Ovcharenko, EduAbroad

Approved: On Motion by Alexandria Harris, seconded by Brian Penrose, with all in favor, the following **Committee Designations and Pre-School Special Education Programs:**

Committee Designations:

Committee on Special Education – Mandated Members

Parents of the Student
Student, if appropriate
General Education Teacher
Special Education Teacher/Provider – Megan Nevins, Allison Conboy
School Psychologist – Jonathan Short
CSE Chairperson – Jonathan Short
School Physician – Dr. Russell Rider**
Additional Parent Member**

Subcommittee on Special Education – Mandated Members

Parents of the Student
Student, if appropriate
General Education Teacher
Special Education Teacher/Provider – Megan Nevins, Allison Conboy

CSE Chairperson – Jonathan Short
School Physician – Dr. Russell Rider**
Additional Parent Member**

Committee on Pre-School Special Education – Mandated Members
Parents of the Student
Special Education Teacher/Provider
CPSE Chairperson – Jonathan Short
Additional Parent Member**
Representative from Municipality

** Mandated if request is made 72 hours prior to CSE meeting.

Approved Institutions for Pre-School Special Education Programs
UCP of Utica, Utica
Adirondack ARC, Tupper Lake
Advanced Therapy, Albany
Prospect Center, Queensbury
Children's Development Group, Keeseville
Kelberman Center, Utica

Approved: On Motion by Michael Farrell, seconded by Trisha Hosley, with all in favor, the adoption of all Board of Education Policies.

Approved: On Motion by Alexandria Harris, seconded by Michael Farrell, with all in favor, minutes of the June 13, 2019 meeting.

Approved: On Motion by Trisha Hosley, seconded by Alexandria Harris, minutes of the June 28, 2019 special meeting. Alexandria Harris, Trisha Hosley, Joan Paula and Brian Penrose approved the Motion. Michael Farrell abstained.

The next regular meeting date is Tuesday, August 13, 2019 at 5 p.m. in the cafeteria.

Public Participation: None.

Superintendent Update: The Junior Class went to Niagara Falls and Monroe Community College for their annual field trip at the end of June.

Graduation on June 28, 2019 went smoothly.

On the June 26, 2019 **Superintendent Conference Day**, teachers travelled to Adk. Experience in Blue Mountain Lake for a workshop facilitated by Christine Campeau. Retiring teacher Robert Reynolds was honored several times throughout the day.

Teachers schedules are complete. Recess was built in to the schedule for grades K-6.

We currently have five students in our Grades K-2 **summer school** program and four students in our Grades 3-6 program and two students in our middle school program.

We are **advertising for a math teacher and a teachers aide.**

A middle school orientation will be scheduled for the end of August.

Our **mental health services** with Northstar will start on September 10, 2019. They will be located in the old Faculty Lounge.

The **summer fitness center hours** are 6:30-9:00 a.m. Monday-Thursday.

Noelle Short and Victoria Snide met with Mosaic and Bernard Donegan representatives to review the **capital project timeline**. NYS Education approval is currently approximately six months. The architect hopes to have the drawings submitted to NYS by November 1, 2019.

The Board will hold a **retreat** on Wednesday, August 21, 2019 from 1-5 p.m. possibly at the Long View Lodge. The agenda will be district and superintendent goals.

Business Affairs:

Approved: On Motion by Trisha Hosley, seconded by Alexandria Harris, with all in favor, the May 2019 **Treasurer Reports**.

Comprehensive **Budget and Revenue Status** Reports for the General and Lunch Funds, and Warrants A-24, C-12, CM-4 and TA-12 were reviewed.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, **Budget Transfer Schedule A-8**.

Recommendations for Approval

Approved: On Motion by Alexandria Harris, seconded by Michael Farrell, with all in favor, **CSE/504 Recommendations** for Students #201907, 202201, 202309, 202402, 202720, 202732, 202753, 202755, and 202771.

Recognized: On Motion by Trisha Hosley, seconded by Alexandria Harris, with all in favor, **Ben Conboy as Boys' Varsity Soccer Coach** for the Fall 2019 season.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, **Girvin & Ferlazzo Legal Counsel Agreement** for the 2019-2020 school year.

Approved: On Motion by Alexandria Harris, seconded by Brian Penrose, with all in favor, the **School Psychologist/CSE Chairperson Agreement with Indian Lake CSD** for the 2019-2020 school year.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, the **Student Transportation Agreement with True North Schools** for the 2019-2020 school year.

Approved: On Motion by Trisha Hosley, seconded by Alexandria Harris, with all in favor, the **Student Transportation Agreement with Tupper Lake CSD** for the 2019-2020 school year.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, **the following Non-Resident Students for the 2019-2020 school year:** David Rogers, Alivia Benware, Isabel Tessier-Day, and Scarlet Gravlin.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, **Policy #1336 Duties of the Extraclassroom Activity Fund Central Treasurer, #5520 Extraclassroom Activity Fund, and #7410 Extracurricular Activities.**

Approved: On Motion by Trisha Hosley, seconded by Alexandria Harris, with all in favor, **Dana Goetze as Boys' Modified Soccer Coach** for the Fall 2019 season.

General Discussion: The Board discussed the decision by Newcomb CSD to not move forward with their request for a **merged modified soccer program** between Long Lake CSD, Indian Lake CSD and Newcomb CSD.

The 2019-2020 **Code of Conduct** was given to board members for their review. This will need approval at the August 2019 board meeting.

2nd Public Participation: Michael Farrell commented that some thought needs to be put into the upcoming two years graduation ceremonies.

Executive Session: On Motion by Michael Farrell, seconded by Trisha Hosley, with all in favor to enter Executive Session at 7:27 p.m. to discuss the Employment History of Two Particular People.

Approved: On Motion by Michael Farrell, seconded by Trisha Hosley, with all in favor, to come out of Executive Session at 7:59 p.m.

Adjournment: On Motion by Alexandria Harris, seconded by Trisha Hosley, with all in favor, the Board adjourned at 7:59 p.m.

Clerk of the Board

Victoria J. Snide

**LONG LAKE CENTRAL SCHOOL DISTRICT
DRAFT BOARD MEETING MINUTES**

Date: July 31, 2019

Time: 1:45 p.m.

Type of Meeting: Special Meeting

Place: Room 206

Members Present: Michael Farrell
Alexandria Harris
Trisha Hosley

Members Absent: Joan Paula
Brian Penrose

Others Present: Noelle Short-Principal/Superintendent, Victoria Snide-Clerk of the Board

Call to Order: The Vice-President called the meeting to order at 1:57 p.m.

Approved: On Motion by Michael Farrell, seconded by Alexandria Harris, with all in favor, to dispense with the Pledge of Allegiance.

Recommendations for Approval

Approved: On Motion by Trisha Hosley, seconded by Alexandria Harris, with all in favor, Be It Resolved that the Board of Education of the Long Lake Central School District hereby accepts the recommendation of the Superintendent to appoint **Peter Accardi for a four (4) year probationary appointment as a teacher of 7-12 Mathematics** in the mathematics tenure area, commencing September 1, 2019 and ending August 31, 2023 contingent upon achievement of effective or highly effective APPR ratings necessary to receive tenure throughout his probationary period, consistent with the requirements of Education Law Sections 3012², 3012-c, and/or 3012-d.

Adjournment: On Motion by Alexandria Harris, seconded by Trisha Hosley, with all in favor, the Board adjourned at 2:00 p.m.

Clerk of the Board

Victoria J. Snide

TREASURER'S MONTHLY REPORT**FUND: EXTRACURRICULAR ACCT.**

For the Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 8,321.57

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ 495.00
	Interest	\$ 0.07

Total Receipts \$ 495.07

Total receipts, including balance \$ 8,816.64

Disbursements made during the month:

By Check-From Check :#1314-1315	\$ 652.79
EFT Transfers	\$316.01
By Debit Charge	\$ -

Total amount of checks issued and debit charges \$ 968.80

Cash balance as shown by records \$ 7,847.84

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 7,847.84

Less outstanding checks
See attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 7,847.84

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation) \$ 7,847.84

Received by the Board of Education and entered
as a part of the minutes of the Board meeting held

_____, 20____

Clerk of the Board of Education

This is to certify that the
above cash balance is
in agreement with my
bank statement, as reconciled.Wesa Walker
Treasurer of School District

Kisha Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: LUNCH FUND**

For the Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 18,833.18

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ 1,207.30
	Interest	0.12

Total Receipts \$ 1,207.42

Total receipts, including balance \$ 20,040.60

Disbursements made during the month:

By Check-From Check #2191-2200	\$ 3,616.05
EFT Transfers	6,196.18

Total amount of checks issued and debit charges \$ 9,812.23

Cash balance as shown by records \$ 10,228.37

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 10,228.37

Less outstanding checks see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 10,228.37

Amount of receipts undeposited -

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 10,228.37

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

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Clerk of the Board of Education

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

Lisa Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: PAYROLL FUND**

For the Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 1,000.00

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	192,859.21

Total Receipts \$ 192,859.21

Total receipts, including balance \$ 193,859.21

Disbursements made during the month:

By Check: #15794-15868 \$ 2,901.77

EFT Transfers \$ 189,957.44

\$ -

Total amount of checks issued and debit charges: \$ 192,859.21

Cash balance as shown by records \$ 1,000.00

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 1,221.64

Less Outstanding Checks - See Attached \$ 221.64

\$ 1,000.00

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands)

Amount of receipts undeposited-

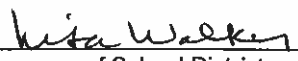
Total available balance (must agree with Cash Balance above if there is a \$ 1,000.00

true reconciliation)

Received by the Board of Education and entered
as a part of the minutes of the Board meeting held

20

Clerk of the Board of Education

This is to certify that the
above cash balance is
in agreement with my
bank statement, as reconciled.
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: GENERAL FUND**

For Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 40,451.10

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ 409,000.00
	Interest	0.55

Total Receipts \$ 409,000.55

Total receipts, including balance \$ 449,451.65

Disbursements made during the month:

By Check-From Check #15555-15614	\$ 116,739.89
EFT Transfers	292,656.67
	\$ -

Total amount of checks issued and debit charges \$ 409,396.56

Cash balance as shown by records \$ 40,055.09

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 116,294.36

Less outstanding checks see attached \$ 76,239.27

Net balance in bank (Should agree with Cash Balance above unless \$ 40,055.09

there are undeposited funds in treasurer's hands) \$ -

Amount of receipts undeposited(See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation) \$ 40,055.09

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

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Clerk of the Board of Education

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

Heta Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: SCHOLARSHIP FUND**

For the Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 7,495.48

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ 1,600.00
	Interest	\$ 0.07

Total Receipts \$ 1,600.07

Total receipts, including balance \$ 9,095.55

Disbursements made during the month:

By Check-from Check #1358-1387 \$ 5,950.00

EFT Transfers -

Total amount of checks issued and debit charges \$ 5,950.00

Cash balance as shown by records \$ 3,145.55

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 9,095.55

less outstanding checks \$ 5,950.00

see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 3,145.55

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 3,145.55

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

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This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.


Treasurer of School District

Clerk of the Board of Education

TREASURER'S MONTHLY REPORT**FUND: MONEY MARKET ACCOUNT**

For the Period from June 3, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 600,417.69

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ 370,808.54
	Interest	\$ 7.80
	Total Receipts	\$ 370,816.34
	Total receipts, including balance	\$ 971,234.03

Disbursements made during the month:

By Check:	
EFT Transfers	\$ 409,000.00
By Debit	\$ -

Total amount of checks issued and debit charges \$ 409,000.00

Cash balance as shown by records \$ 562,234.03

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 562,234.03

Less outstanding checks

Net balance in bank (Should agree with Cash Balance above unless there are undeposited funds in treasurer's hands) \$ 562,234.03

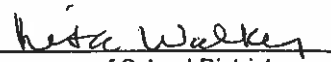
Amount of receipts undeposited \$ -

Total available balance (must agree with Cash Balance above if there is a true reconciliation) \$ 562,234.03

Received by the Board of Education and entered
as a part of the minutes of the Board meeting held

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Clerk of the Board of Education

This is to certify that the
above cash balance is
in agreement with my
bank statement, as reconciled.
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: MONEY MARKET-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 1,216,455.52

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ -
	Interest	\$ 2,202.19
	Total Receipts	\$ 2,202.19
	Total receipts, including balance	\$ 1,218,657.71

Disbursements made during the month:

By Check:	
EFT Transfers	\$ 75,000.00
By Debit	\$ -

Total amount of checks issued and debit charges \$ 75,000.00

Cash balance as shown by records \$ 1,143,657.71

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 1,143,657.71

Less outstanding checks

Net balance in bank (Should agree with Cash Balance above unless there are undeposited funds in treasurer's hands) \$ 1,143,657.71

Amount of receipts undeposited \$ -

Total available balance (must agree with Cash Balance above if there is a true reconciliation) \$ 1,143,657.71

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

_____ 20 _____

Clerk of the Board of Education

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.


Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: CAPITAL RESERVE-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 338,264.09

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	-
	Interest	\$ 424.73

Total Receipts \$ 424.73

Total receipts, including balance \$ 338,688.82

Disbursements made during the month:

By Check-from check #	\$ -
EFT Transfers	300,000.00
By Debit Charge	-

Total amount of checks issued and debit charges \$ 300,000.00

Cash balance as shown by records \$ 38,688.82

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 38,688.82

less outstanding checks

see attached

\$	-
\$	-

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands)

\$ 38,688.82

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 38,688.82

Received by the Board of Education and entered
as a part of the minutes of the Board meeting held

20

Clerk of the Board of Education

This is to certify that the
above cash balance is
in agreement with my
bank statement, as reconciled.Heidi Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: REPAIR RESERVE-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 52,682.44

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>
June	Deposits
	Interest

-
\$ 97.79

Total Receipts \$ 97.79

Total receipts, including balance \$ 52,780.23

Disbursements made during the month:

By Check-from check #	\$ -
EFT Transfers	-
By Debit Charge	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 52,780.23

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 52,780.23

less outstanding checks	\$ -
see attached	\$ -

Net balance in bank (Should agree with Cash Balance above unless There are undeposited funds in treasurer's hands)

\$ 52,780.23

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 52,780.23

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Lisa Watson
Treasurer of School District

Clerk of the Board of Education

TREASURER'S MONTHLY REPORT**FUND: TAX RESERVE-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 33,249.35

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	-
	Interest	\$ 61.72

Total Receipts \$ 61.72

Total receipts, including balance \$ 33,311.07

Disbursements made during the month:

By Check-from check #	\$ -
EFT Transfers	-
By Debit Charge	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 33,311.07

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 33,311.07

less outstanding checks

see attached	\$ -
	\$ -

Net balance in bank (Should agree with Cash Balance above unless There are undeposited funds in treasurer's hands)

\$ 33,311.07

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 33,311.07

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

_____ 20 _____

Clerk of the Board of Education

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

Wesley Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: SCHOLARSHIP FUND-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 71,109.18

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

Date	Source	
June	Deposits	\$ -
	Interest	\$ 131.98

Total Receipts \$ 131.98

Total receipts, including balance \$ 71,241.16

Disbursements made during the month:

By Check-from Check #	\$ -
EFT Transfers	-
	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 71,241.16

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 71,241.16

less outstanding checks \$ -

see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 71,241.16

Amount of receipts undeposited (See attached schedules)


Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 71,241.16

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Treasurer of School District

Clerk of the Board of Education

TREASURER'S MONTHLY REPORT**FUND: TED ABER SCHOLARSHIP-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 9,441.42

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ -
	Interest	\$ 17.51

Total Receipts \$ 17.51

Total receipts, including balance \$ 9,458.93

Disbursements made during the month:

By Check-from Check #	\$ -
EFT Transfers	-
	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 9,458.93

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 9,458.93

less outstanding checks \$ -

see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 9,458.93

Amount of receipts undeposited (See attached schedules)

-

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 9,458.93

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Clerk of the Board of Education

Heta Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: COURTNEY SCHOLARSHIP-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 2,046.25

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

Date	Source	
June	Deposits	\$ -
	Interest	\$ 3.86

Total Receipts \$ 3.86

Total receipts, including balance \$ 2,050.11

Disbursements made during the month:

By Check-from Check #	\$ -
EFT Transfers	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 2,050.11

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 2,050.11

less outstanding checks \$ -

see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 2,050.11

Amount of receipts undeposited (See attached schedules)

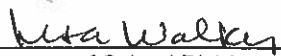
Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 2,050.11

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Treasurer of School District

Clerk of the Board of Education

TREASURER'S MONTHLY REPORT**FUND: VARTULI SCHOLARSHIP-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 7,159.30

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

<u>Date</u>	<u>Source</u>	
June	Deposits	\$ -
	Interest	\$ 13.26

Total Receipts \$ 13.26

Total receipts, including balance \$ 7,172.56

Disbursements made during the month:

By Check-from Check #	\$ -
EFT Transfers	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 7,172.56

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 7,172.56

less outstanding checks \$ -

see attached \$ -

Net balance in bank (Should agree with Cash Balance above unless

There are undeposited funds in treasurer's hands) \$ 7,172.56

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 7,172.56

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Clerk of the Board of Education

Wisa Walker
Treasurer of School District

TREASURER'S MONTHLY REPORT**FUND: BUS RESERVE-NY CLASS**

For the Period from June 1, 2019 thru June 30, 2019

Total available balance as reported at the end of preceding period \$ 2,933.73

Receipts during the month: (with breakdown of source including full amount of all short-term loans)

Date	Source	
June	Deposits	75,000.00
	Interest	\$ 60.81

Total Receipts \$ 75,060.81

Total receipts, including balance \$ 77,994.54

Disbursements made during the month:

By Check-from check #	\$ -
EFT Transfers	-
By Debit Charge	-

Total amount of checks issued and debit charges \$ -

Cash balance as shown by records \$ 77,994.54

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement, end of month \$ 77,994.54

less outstanding checks

see attached	\$ -
	\$ -

Net balance in bank (Should agree with Cash Balance above unless There are undeposited funds in treasurer's hands)

\$ 77,994.54

Amount of receipts undeposited (See attached schedules)

Total available balance (must agree with Cash Balance above if there is a true reconciliation)

\$ 77,994.54

Received by the Board of Education and entered as a part of the minutes of the Board meeting held

This is to certify that the above cash balance is in agreement with my bank statement, as reconciled.

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Clerk of the Board of Education

Wisa Walker
Treasurer of School District

LONG LAKE CSD

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<u>C 1440.B</u>	Breakfast - Student Sale of Meals	2,500.00	0.00	2,500.00	0.00	2,500.00
<u>C 1440.L</u>	Lunch - Student Sale of Meals	9,500.00	0.00	9,500.00	0.00	9,500.00
<u>C 1445.L</u>	A La Carte Sales	1,800.00	0.00	1,800.00	0.00	1,800.00
<u>C 3190.FB</u>	Breakfast - Federal Reimbursement	5,500.00	0.00	5,500.00	-727.00	6,227.00
<u>C 3190.FL</u>	Lunch - Federal Reimbursement	12,000.00	0.00	12,000.00	0.00	12,000.00
<u>C 3190.FS</u>	Snack - Federal Reimbursement	550.00	0.00	550.00	0.00	550.00
<u>C 3190.SB</u>	Breakfast - State Reimbursement	250.00	0.00	250.00	0.00	250.00
<u>C 3190.SL</u>	Lunch - State Reimbursement	500.00	0.00	500.00	0.00	500.00
<u>C 4190</u>	USDA Surplus Food	1,800.00	0.00	1,800.00	0.00	1,800.00
<u>C 5031</u>	Interfund Transfer	105,709.00	0.00	105,709.00	0.00	105,709.00
C Totals:		140,109.00	0.00	140,109.00	-727.00	140,836.00
Grand Totals:		140,109.00	0.00	140,109.00	-727.00	140,836.00

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
C 2860 160-0000	Cafeteria Salaries	59,553.00	0.00	59,553.00	2,267.40	0.00	57,285.60
C 2860 400-0000	Cafeteria Contractual	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
C 2860 410-0000	Cafeteria Food	30,000.00	50.15	30,050.15	1,277.04	0.00	28,773.11
C 2860 450-0000	Cafeteria Materials & Supplies	2,500.00	0.00	2,500.00	76.46	0.00	2,423.54
2860	SCHOOL FOOD SERVICE	95,053.00	50.15	95,103.15	3,620.90	0.00	91,482.25
28		95,053.00	50.15	95,103.15	3,620.90	0.00	91,482.25
2		95,053.00	50.15	95,103.15	3,620.90	0.00	91,482.25
C 9010 800-0000	Cafeteria Employees Retirement	9,500.00	0.00	9,500.00	-2,100.00	0.00	11,600.00
9010	STATE RETIREMENT	9,500.00	0.00	9,500.00	-2,100.00	0.00	11,600.00
C 9030 800-0000	Cafeteria Social Security	4,556.00	0.00	4,556.00	0.00	0.00	4,556.00
9030	SOCIAL SECURITY	4,556.00	0.00	4,556.00	0.00	0.00	4,556.00
C 9060 800-0000	Cafeteria Health Insurance	31,000.00	0.00	31,000.00	0.00	0.00	31,000.00
9060	HOSPITAL, MEDICAL & DENTAL INSURANCE	31,000.00	0.00	31,000.00	0.00	0.00	31,000.00
90		45,056.00	0.00	45,056.00	-2,100.00	0.00	47,156.00
9		45,056.00	0.00	45,056.00	-2,100.00	0.00	47,156.00
Fund CTotals:		140,109.00	50.15	140,159.15	1,520.90	0.00	138,638.25
Grand Totals:		140,109.00	50.15	140,159.15	1,520.90	0.00	138,638.25

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-0000	BOE Contractual Expense	7,920.00	0.00	7,920.00	250.00	0.00	7,670.00
A 1010.450-0000	BOE Materials and Supplies	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 1010.490-0000	BOE BOCES Services	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
1010	BOARD OF EDUCATION	17,920.00	0.00	17,920.00	250.00	0.00	17,670.00
A 1040.160-0000	BOE District Clerk Salaries	2,284.00	0.00	2,284.00	255.81	0.00	2,028.19
A 1040.400-0000	BOE District Clerk Contractual	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
1040	DISTRICT CLERK	5,284.00	0.00	5,284.00	255.81	0.00	5,028.19
10		23,204.00	0.00	23,204.00	505.81	0.00	22,698.19
A 1240.160-0000	Support Staff Salaries	117,579.00	0.00	117,579.00	13,703.93	0.00	103,875.07
A 1240.200-0000	Central Admin Equipment	2,000.00	0.00	2,000.00	0.00	1,182.00	818.00
A 1240.400-0000	Central Admin Contractual	12,280.00	330.00	12,610.00	2,541.72	180.00	9,888.28
A 1240.450-0000	Central Admin Materials & Supplies	2,500.00	0.00	2,500.00	273.56	83.39	2,143.05
1240	CHIEF SCHOOL ADMINISTRATOR	134,359.00	330.00	134,689.00	16,519.21	1,445.39	116,724.40
12		134,359.00	330.00	134,689.00	16,519.21	1,445.39	116,724.40
A 1310.160-0000	Finance Business Admin Salaries	82,966.00	0.00	82,966.00	9,551.74	0.00	73,414.26
A 1310.490-0000	Finance BOCES Services	27,500.00	0.00	27,500.00	0.00	0.00	27,500.00
1310	BUSINESS ADMINISTRATION	110,466.00	0.00	110,466.00	9,551.74	0.00	100,914.26
A 1320.160-0000	Finance Auditing Salaries	534.00	0.00	534.00	5.34	0.00	528.66
A 1320.400-0000	Finance Auditor Contractual	8,800.00	0.00	8,800.00	0.00	0.00	8,800.00
1320	AUDITING	9,334.00	0.00	9,334.00	5.34	0.00	9,328.66
A 1325.160-0000	Finance District Treasurer	20,374.00	0.00	20,374.00	2,327.20	0.00	18,046.80
A 1325.450-0000	Finance District Treasurer Supplies	250.00	0.00	250.00	0.00	0.00	250.00
1325	TREASURER	20,624.00	0.00	20,624.00	2,327.20	0.00	18,296.80
A 1330.160-0000	Finance Tax Collector Salary	3,939.00	0.00	3,939.00	0.00	0.00	3,939.00
A 1330.400-0000	Finance Tax Collector Contractual	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1330.450-0000	Finance Tax Collector Materials & Supplies	100.00	0.00	100.00	0.00	0.00	100.00
1330	TAX COLLECTOR	5,539.00	0.00	5,539.00	0.00	0.00	5,539.00
13		145,963.00	0.00	145,963.00	11,884.28	0.00	134,078.72
A 1420.400-0000	Legal Contractual	14,000.00	0.00	14,000.00	0.00	0.00	14,000.00
1420	LEGAL	14,000.00	0.00	14,000.00	0.00	0.00	14,000.00
A 1430.490-0000	Personnel - BOCES Services	1,950.00	0.00	1,950.00	0.00	0.00	1,950.00
1430	PERSONNEL	1,950.00	0.00	1,950.00	0.00	0.00	1,950.00
A 1480.400-0000	Public Info Contractual	250.00	0.00	250.00	0.00	0.00	250.00

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1480.450-0000	Public Info/Printing Charges	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1480	PUBLIC INFORMATION & SERVICES	1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
14		17,200.00	0.00	17,200.00	0.00	0.00	17,200.00
A 1620.160-0000	Central Services Support Staff Salaries	91,375.00	0.00	91,375.00	11,771.52	0.00	79,603.48
A 1620.200-0000	Central Services Equipment	21,300.00	0.00	21,300.00	0.00	0.00	21,300.00
A 1620.400-0000	Central Services Contractual	62,700.00	0.00	62,700.00	31,463.00	5,319.00	25,918.00
A 1620.410-0000	Central Services Fuel Oil	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00
A 1620.420-0000	Central Services Television	1,800.00	0.00	1,800.00	147.55	0.00	1,652.45
A 1620.430-0000	Central Services Electricity	27,000.00	0.00	27,000.00	0.00	0.00	27,000.00
A 1620.440-0000	Central Services Water Rent	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1620.450-0000	Central Services Materials & Supplies	21,500.00	0.00	21,500.00	51.00	7,317.15	14,131.85
A 1620.460-0000	Central Services Telephone	8,500.00	0.00	8,500.00	792.84	0.00	7,707.16
A 1620.480-0000	Central Services LP Gas	100.00	0.00	100.00	0.00	0.00	100.00
A 1620.490-0000	Central Services BOCES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1620	OPERATION OF PLANT	316,275.00	0.00	316,275.00	44,225.91	12,636.15	259,412.94
A 1621.160-0000	Mainten Support Staff Salaries	13,928.00	0.00	13,928.00	1,641.60	0.00	12,286.40
A 1621.400-0000	Maintenance Contractual Exp	17,500.00	0.00	17,500.00	0.00	3,475.00	14,025.00
1621	MAINTENANCE OF PLANT	31,428.00	0.00	31,428.00	1,641.60	3,475.00	26,311.40
A 1670.400-0000	Contractual	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 1670.450-0000	Postage	3,200.00	0.00	3,200.00	60.67	0.00	3,139.33
A 1670.490-0000	Printing - BOCES Services	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
1670	CENTRAL PRINTING & MAILING	6,400.00	0.00	6,400.00	60.67	0.00	6,339.33
A 1680.490-0000	Central DP - BOCES Services	37,500.00	0.00	37,500.00	0.00	0.00	37,500.00
1680	CENTRAL DATA PROCESSING	37,500.00	0.00	37,500.00	0.00	0.00	37,500.00
16		391,603.00	0.00	391,603.00	45,928.18	16,111.15	329,563.67
A 1910.400-0000	Unallocated Insurance	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1910	UNALLOCATED INSURANCE	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1920.400-0000	School Association Dues	4,500.00	0.00	4,500.00	3,720.00	0.00	780.00
1920	SCHOOL ASSOCIATION DUES	4,500.00	0.00	4,500.00	3,720.00	0.00	780.00
A 1981.490-0000	BOCES Administrative Costs	19,500.00	0.00	19,500.00	0.00	0.00	19,500.00
1981	BOCES ADMINISTRATIVE COSTS	19,500.00	0.00	19,500.00	0.00	0.00	19,500.00
A 1983.490-0000	BOCES Capital Expenses	100.00	0.00	100.00	73,241.00	0.00	-73,141.00
1983	BOCES CAPITAL EXPENSE	100.00	0.00	100.00	73,241.00	0.00	-73,141.00

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
19		25,100.00	0.00	25,100.00	76,961.00	0.00	-51,861.00
1		737,429.00	330.00	737,759.00	151,798.48	17,556.54	568,403.98
	Supervision Instructional	25,000.00	0.00	25,000.00	2,884.62	0.00	22,115.38
2020		25,000.00	0.00	25,000.00	2,884.62	0.00	22,115.38
A 2070.150-0000	SUPERVISION - REGULAR SCHOOL	13,180.00	0.00	13,180.00	360.00	0.00	12,820.00
	Instructional Salaries	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2070.490-0000	Inservices - BOCES Services	33,180.00	0.00	33,180.00	360.00	0.00	32,820.00
2070		58,180.00	0.00	58,180.00	3,244.62	0.00	54,935.38
20		480,452.00	0.00	480,452.00	2,640.00	0.00	477,812.00
A 2110.120-0000	INSERVICE TRAINING - INSTRUCTION	477,469.00	0.00	477,469.00	2,394.25	0.00	475,074.75
	Teaching K-6 Salaries	18,000.00	0.00	18,000.00	320.00	0.00	17,680.00
A 2110.130-0000	Teaching 7-12 Salaries	53,753.00	0.00	53,753.00	0.00	0.00	53,753.00
A 2110.140-0000	Substitute Teachers	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 2110.160-0000	Support Staff Salaries	0.00	0.00	0.00	7,050.00	0.00	-7,050.00
A 2110.170-0000	Payment in Lieu of Health Insurance	10,000.00	0.00	10,000.00	0.00	6,579.00	3,421.00
A 2110.180-0000	Leave Sellback	16,650.00	226.99	16,876.99	612.06	0.00	16,264.93
A 2110.200-0000	Teaching Equipment	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2110.400-0000	Teaching Contractual	8,500.00	200.00	8,700.00	0.00	200.00	8,500.00
A 2110.410-0000	Field Trips	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2110.411-0000	Conference Attendance	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 2110.412-0000	Mileage Reimbursement	9,000.00	0.00	9,000.00	1,559.00	3,434.78	4,006.22
A 2110.413-0000	Arts in Education	2,631.00	0.00	2,631.00	0.00	0.00	2,631.00
A 2110.450-0000	Teaching Materials & Supplies	78.00	0.00	78.00	0.00	0.00	78.00
A 2110.451-0000	Elementary - Grade 1	2,869.00	776.33	3,645.33	758.79	646.90	2,239.64
A 2110.451-1000	Summer School	250.00	0.00	250.00	0.00	180.00	70.00
A 2110.451-2000	Art Program	621.00	0.00	621.00	0.00	612.63	8.37
A 2110.451-4000	Teachers Assistant	675.00	0.00	675.00	0.00	0.00	675.00
A 2110.451-5000	English	250.00	0.00	250.00	0.00	0.00	250.00
A 2110.451-7000	Family Consumer Science	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.451-8000	Health Education	750.00	0.00	750.00	0.00	339.24	410.76
A 2110.451-9000	Math	2,366.00	0.00	2,366.00	0.00	789.99	1,576.01
A 2110.452-1000	Elementary - Conboy/SPED	300.00	0.00	300.00	0.00	73.00	227.00
A 2110.452-2000	Music	750.00	0.00	750.00	0.00	241.34	508.66
A 2110.452-3000	Phys Ed						
A 2110.452-4000	Science						

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.452-5000	Social Studies	900.00	0.00	900.00	0.00	0.00	900.00
A 2110.452-6000	Technology	750.00	0.00	750.00	0.00	0.00	750.00
A 2110.452-7000	Elementary - PreK	650.00	0.00	650.00	0.00	589.76	60.24
A 2110.452-9000	Teachers Aide Supplies	341.00	0.00	341.00	0.00	0.00	341.00
A 2110.453-0000	Elementary - Harkness	270.00	0.00	270.00	0.00	0.00	270.00
A 2110.454-0000	Elementary - Grade 2	913.00	0.00	913.00	0.00	616.05	296.95
A 2110.455-0000	Elementary - Grade 3/4	1,100.00	0.00	1,100.00	0.00	0.00	1,100.00
A 2110.456-0000	Elementary - Grade 5/6	484.00	0.00	484.00	0.00	186.31	297.69
A 2110.458-0000	Elementary - Grade K	1,160.00	0.00	1,160.00	0.00	728.43	431.57
A 2110.459-1000	Ace Committee	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2110.459-2000	STEM	1,000.00	0.00	1,000.00	-13.60	0.00	1,013.60
A 2110.480-0000	Teaching Textbooks	3,000.00	0.00	3,000.00	0.00	821.90	2,178.10
A 2110.490-0000	Teaching BOCES	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
2110	TEACHING - REGULAR SCHOOL	1,149,432.00	1,203.32	1,150,635.32	15,320.50	16,039.33	1,119,275.49
21		1,149,432.00	1,203.32	1,150,635.32	15,320.50	16,039.33	1,119,275.49
A 2250.150-0000	Instructional Salaries	86,695.00	0.00	86,695.00	0.00	0.00	86,695.00
A 2250.160-0000	Non Instructional Salaries	17,929.00	0.00	17,929.00	0.00	0.00	17,929.00
A 2250.400-0000	Students w/Disab Contractual	4,500.00	0.00	4,500.00	4,313.81	0.00	186.19
A 2250.450-0000	Special Ed Materials & Supplies	400.00	0.00	400.00	15.95	368.93	15.12
A 2250.470-0000	Special Tuition	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2250.490-0000	BOCES Services	85,000.00	0.00	85,000.00	0.00	0.00	85,000.00
2250	PROGRAM FOR STUDENTS W/DISABILITIES SCHOOL AGE - SCHOOL YEAR	197,024.00	0.00	197,024.00	4,329.76	368.93	192,325.31
A 2280.490-0000	BOCES Services	30,000.00	0.00	30,000.00	0.00	0.00	30,000.00
2280	OCCUPATIONAL EDUCATION (GRADES 9-12)	30,000.00	0.00	30,000.00	0.00	0.00	30,000.00
22		227,024.00	0.00	227,024.00	4,329.76	368.93	222,325.31
A 2330.150-0000	Adult Education Salary	10,804.00	0.00	10,804.00	265.50	0.00	10,538.50
A 2330.151-0000	Special Schools Salary	20,160.00	0.00	20,160.00	0.00	0.00	20,160.00
A 2330.400-0000	Special Schools Contractual	3,398.00	0.00	3,398.00	0.00	0.00	3,398.00
A 2330.450-0000	Special Schools Materials & Supplies	1,000.00	100.41	1,100.41	100.41	0.00	1,000.00
2330	TEACHING - SPECIAL SCHOOLS	35,362.00	100.41	35,462.41	365.91	0.00	35,096.50
23		35,362.00	100.41	35,462.41	365.91	0.00	35,096.50

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2610.150-0000	Library Salaries	52,504.00	0.00	52,504.00	0.00	0.00	52,504.00
A 2610.450-0000	Library Materials & Supplies	900.00	0.00	900.00	0.00	0.00	900.00
A 2610.460-0000	Library Collections	7,400.00	0.00	7,400.00	48.00	0.00	7,352.00
A 2610.490-0000	Library BOCES Services	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
2610	SCHOOL LIBRARY & AUDIOVISUAL	69,304.00	0.00	69,304.00	48.00	0.00	69,256.00
A 2630.220-0000	Computer Hardware	21,000.00	14,113.39	35,113.39	14,113.39	95.28	20,904.72
A 2630.450-0000	Computer Materials & Supplies	1,000.00	334.54	1,334.54	334.54	305.40	694.60
A 2630.460-0000	Computer Software	7,000.00	0.00	7,000.00	1,345.48	169.50	5,485.02
A 2630.490-0000	Computer BOCES	70,200.00	0.00	70,200.00	0.00	0.00	70,200.00
2630	COMPUTER ASSISTED INSTRUCTION	99,200.00	14,447.93	113,647.93	15,793.41	570.18	97,284.34
26	Attendance	168,504.00	14,447.93	182,951.93	15,841.41	570.18	166,540.34
A 2805.160-0000		4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
2805	ATTENDANCE - REGULAR SCHOOL	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
A 2810.150-0000	Guidance Instructional Salaries	61,455.00	0.00	61,455.00	2,843.90	0.00	58,611.10
A 2810.450-0000	Guidance Materials & Supplies	500.00	0.00	500.00	0.00	215.25	284.75
A 2810.451-0000	Guidance Testing and Materials	1,150.00	229.25	1,379.25	101.25	128.00	1,150.00
2810	GUIDANCE - REGULAR SCHOOL	63,105.00	229.25	63,334.25	2,945.15	343.25	60,045.85
A 2815.160-0000	Support Staff Salaries	30,855.00	0.00	30,855.00	0.00	0.00	30,855.00
A 2815.400-0000	Health Contractual	6,800.00	0.00	6,800.00	0.00	0.00	6,800.00
A 2815.450-0000	Health Materials & Supplies	1,540.00	0.00	1,540.00	0.00	0.00	1,540.00
2815	HEALTH SERVICES - REGULAR SCHOOL	39,195.00	0.00	39,195.00	0.00	0.00	39,195.00
A 2820.400-0000	Psychologist Contractual	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
A 2820.450-0000	Psychologist Materials & Supplies	250.00	0.00	250.00	0.00	0.00	250.00
A 2820.490-0000	BOCES Psychologist	11,000.00	0.00	11,000.00	0.00	0.00	11,000.00
2820	PSYCHOLOGICAL SERVICES - REGULAR SCHOOL	51,250.00	0.00	51,250.00	0.00	0.00	51,250.00
A 2825.400-0000	Contractual	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
2825	SOCIAL WORK SERVICES - REGULAR SCHOOL	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 2850.150-0000	Co-curricular Salaries	25,890.00	0.00	25,890.00	355.00	0.00	25,535.00
A 2850.450-0000	Co-curricular Materials & Supplies	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
2850	CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL	26,890.00	0.00	26,890.00	355.00	0.00	26,535.00
A 2855.150-0000	Interscholastic Salaries	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2855.400-0000	Interscholastic Contractual	20,500.00	0.00	20,500.00	0.00	0.00	20,500.00
A 2855.450-0000	Interscholastic Materials & Supplies	3,000.00	29.30	3,029.30	124.50	102.20	2,802.60
A 2855.490-0000	BOCES Interscholastic	500.00	0.00	500.00	0.00	0.00	500.00
2855	INTERSCHOLASTIC ATHLETICS - REGULAR SCHOOL	34,000.00	29.30	34,029.30	124.50	102.20	33,802.60
28		224,940.00	258.55	225,198.55	3,424.65	445.45	221,328.45
2		1,863,442.00	16,010.21	1,879,452.21	42,526.85	17,423.89	1,819,501.47
A 5510.160-0000	Transportation Salaries	78,760.00	0.00	78,760.00	5,514.18	0.00	73,245.82
A 5510.400-0000	Transportation Contractual	15,000.00	0.00	15,000.00	4,617.00	0.00	10,383.00
A 5510.450-0000	Transportation Materials & Supplies Misc	500.00	0.00	500.00	2.00	0.00	498.00
A 5510.451-0000	Diesel/Gasoline	18,000.00	0.00	18,000.00	0.00	0.00	18,000.00
A 5510.452-0000	Tires	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 5510.453-0000	Parts	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
A 5510.454-0000	Labor	13,000.00	0.00	13,000.00	0.00	0.00	13,000.00
A 5510.490-0000	BOCES Contractual	1,300.00	0.00	1,300.00	0.00	0.00	1,300.00
5510	DISTRICT TRANSPORTATION SERVICES	136,560.00	0.00	136,560.00	10,133.18	0.00	126,426.82
55		136,560.00	0.00	136,560.00	10,133.18	0.00	126,426.82
5		136,560.00	0.00	136,560.00	10,133.18	0.00	126,426.82
A 9010.800-0000	NYS Retirement	61,000.00	0.00	61,000.00	-12,000.00	0.00	73,000.00
9010	STATE RETIREMENT	61,000.00	0.00	61,000.00	-12,000.00	0.00	73,000.00
A 9020.800-0000	Teacher Retirement	125,500.00	0.00	125,500.00	-128,153.98	0.00	253,653.98
9020	TEACHERS' RETIREMENT	125,500.00	0.00	125,500.00	-128,153.98	0.00	253,653.98
A 9030.800-0000	Social Security	140,000.00	0.00	140,000.00	4,901.03	0.00	135,098.97
9030	SOCIAL SECURITY	140,000.00	0.00	140,000.00	4,901.03	0.00	135,098.97
A 9040.800-0000	Worker Compensation	12,000.00	0.00	12,000.00	5,783.50	0.00	6,216.50
9040	WORKERS' COMPENSATION	12,000.00	0.00	12,000.00	5,783.50	0.00	6,216.50
A 9050.800-0000	Unemployment	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
9050	UNEMPLOYMENT INSURANCE	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 9055.800-0000	Disability Plan	4,000.00	0.00	4,000.00	453.14	0.00	3,546.86
9055	DISABILITY INSURANCE	4,000.00	0.00	4,000.00	453.14	0.00	3,546.86
A 9060.800-0000	Hospitalization	980,000.00	0.00	980,000.00	146,675.55	0.00	833,324.45
9060	HOSPITAL, MEDICAL & DENTAL INSURANCE	980,000.00	0.00	980,000.00	146,675.55	0.00	833,324.45
90		1,342,500.00	0.00	1,342,500.00	17,659.24	0.00	1,324,840.76

LONG LAKE CSD

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 9901 930-0000	Transfer to School Food Svc Fund	105,709.00	0.00	105,709.00	0.00	0.00	105,709.00
9901	TRANSFERS TO FUNDS	*	0.00	105,709.00	0.00	0.00	105,709.00
99		**	0.00	105,709.00	0.00	0.00	105,709.00
9		***	0.00	1,448,209.00	17,659.24	0.00	1,430,549.76
	Fund A Totals:	4,185,640.00	16,340.21	4,201,980.21	222,117.75	34,980.43	3,944,882.03
	Grand Totals:	4,185,640.00	16,340.21	4,201,980.21	222,117.75	34,980.43	3,944,882.03

LONG LAKE CSD



Check Warrant Report For TA - 1: Cash Disbursement - Trust & Agency July 2019 For Dates
7/1/2019 - 7/31/2019

Check #	Check Date	Vendor ID	Vendor Name	Check Description	PO Number	Check Amount
515	07/03/2019	3407	NYS INCOME TAX	Trust & Agency Payment		1,342.43
516	07/03/2019	3411	VOYA INSTITUTIONAL TRUST COMPANY	Trust & Agency Payment		75.00
517	07/03/2019	4340	LLCS GENERAL FUND	Trust & Agency Payment		19,626.54
518	07/03/2019	4375	EFTPS Enrollment Processing	Trust & Agency Payment		7,811.84
519	07/18/2019	3407	NYS INCOME TAX	Trust & Agency Payment		859.26
520	07/18/2019	3411	VOYA INSTITUTIONAL TRUST COMPANY	Trust & Agency Payment		75.00
521	07/18/2019	3413	NYS EMPLOYEES RETIREMENT SYSTEM	Trust & Agency Payment		202.25
522	07/18/2019	4340	LLCS GENERAL FUND	Trust & Agency Payment		13,051.91
523	07/18/2019	4375	EFTPS Enrollment Processing	Trust & Agency Payment		4,949.69
3023	07/08/2019	3406	C.S.E.A., INC.	Trust & Agency Payment - DUES-CSEA		76.26
3024	07/08/2019	3591	NEW YORK STATE DEFERRED COMP PLAN	Trust & Agency Payment - T-NYSDEF		200.00
3025	07/18/2019	3406	C.S.E.A., INC.	Trust & Agency Payment - DUES-CSEA		76.26
3026	07/18/2019	3408	C.S.E.A. EMPLOYEE BENEFIT FUND	Trust & Agency Payment - F-EBF		1,965.94
3027	07/18/2019	3591	NEW YORK STATE DEFERRED COMP PLAN	Trust & Agency Payment - T-NYSDEF		200.00

Number of Transactions: 14

Warrant Total: 50,512.38

Vendor Portion: 50,512.38

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 14 in number, in the total amount of \$ 50,512.38. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7/18/19
Date

Noelle J. Short
Superintendent



Ref Number	Account	Date	Budget Transfer Description	Detail Description	Approval Status	Transfer Out	Transfer In
110		08/01/2019	TRANSFER BUDGETED SALARY OF TEACHING ASST. FROM REGULAR EDUCATION TO SPECIAL EDUCATION		Not Required		
	A 2110.160-0000		Support Staff Salaries			23,627.00	
	A 2250.160-0000		Non Instructional Salaries				23,627.00

Grand Totals: 23,627.00 23,627.00

Net Amount: 0.00

Number of Budget Transfers: 1

Account Distribution Totals

Account	Description	Debits	Credits
A 2110.160-0000	Support Staff Salaries	23,627.00	0.00
A 2250.160-0000	Non Instructional Salaries	0.00	23,627.00
Fund A Totals:		23,627.00	23,627.00
Grand Totals:		23,627.00	23,627.00

Long Lake Central School District
2019-2020 Code of Conduct



Long Lake
CENTRAL SCHOOL DISTRICT

Code of Conduct

I. Introduction

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, The Board adopts this Code of Conduct ("Code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this Code, the following definitions apply:

- i. "*Disruptive student*" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- ii. "*Parent*" means parent, guardian or person in parental relation to a student.
- iii. "*School property*" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus or school vehicle, as defined in Vehicle and Traffic Law §142.
- iv. "*School Function*" means a school-sponsored extra-curricular event or activity (Education §11[2]).
- v. "*Weapon*" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu Star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.
- vi. "*School Bus*" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the

transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law § 11[1] and Vehicle and Traffic Law § 142).

- vii. “*Disability*” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law § 11[4] and Executive Law § 292[21]).
- viii. “*Employee*” means any person receiving compensation from a school District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§ 11[4] and 1125[3]).
- ix. “*Sexual Orientation*” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law § 11[5]).
- x. “*Gender*” means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law § 11[6]).
- xi. “*Harassment/Bullying*” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law § 11(8), that
 1. Has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
 2. Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
 3. Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 4. Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law § 11[7])

- xii. “*Cyberbullying*” means harassment/bullying, as defined above, through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to: race
 - 1. Color
 - 2. Weight
 - 3. National Origin
 - 4. Ethnic Group
 - 5. Religion
 - 6. Religious Practice
 - 7. Disability
 - 8. Sex
 - 9. Sexual Orientation
 - 10. Gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).
- xiii. “*Discrimination*” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- xiv. “*Emotional harm*” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.
- xv. “*Violent student*” means a student under the age of 21 who:
 - 1. Commits an act of violence upon a school employee, or attempts to do so.
 - 2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 - 3. Possesses, while on school property or at a school function, a weapon.
 - 4. Displays, while on school property or at a school function, what appears to be a weapon.
 - 5. Threatens, while on school property or at a school function, to use a weapon.
 - 6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
 - 7. Knowingly and intentionally damages or destroys school District property.

III. Student Rights and Responsibilities

a. Rights

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all District students have the right to:

- i. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, ethnic group, religious practice, sex, weight or disability.
- ii. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- iii. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- iv. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function or activity.

b. Responsibilities

All District students have the responsibility to:

- i. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- ii. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
- iii. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- iv. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- v. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- vi. Work to develop mechanisms to control their anger.
- vii. Ask questions when they do not understand.
- viii. Seek help in solving problems that might lead to discipline.
- ix. Dress appropriately for school and school functions.
- x. Accept responsibility for their actions.
- xi. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- xii. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity for all Students Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, bullying (cyber bullying) or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination to Long Lake Central School Staff.

IV. Essential Partners

a. Parents

All parents are expected to:

- i. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- ii. Send their children to school ready to participate and learn.

- iii. Ensure their children attend school regularly and on time.
- iv. Ensure absences are excused.
- v. Communicate with the attendance officer when their children are absent.
- vi. Insist their children be dressed and groomed in a manner consistent with the Student Dress Code.
- vii. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- viii. Know school rules and help their children understand them.
- ix. Convey to their children a supportive attitude toward education and the District.
- x. Build positive relationships with teachers, other parents and their children's friends.
- xi. Work with the District to maintain open and respectful communication.
- xii. Help their children deal effectively with peer pressure.
- xiii. Inform school officials of changes in the home situation that may affect student conduct or performance.
- xiv. Provide a place for study and ensure homework assignments are completed.
- xv. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

b. Teachers

All District teachers are expected to:

- i. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- ii. Be prepared to teach.
- iii. Demonstrate interest in teaching and concern for student achievement.
- iv. Know school policies and rules, and enforce them in a fair and consistent manner.
- v. Communicate to students and parents:
 - 1. Course objectives and requirements
 - 2. Marking/grading procedures
 - 3. Assignment deadlines
 - 4. Expectations for students
 - 5. Classroom discipline plan
- vi. Communicate regularly with students, parents and other teachers concerning growth and achievement.
- vii. Confront issues of discrimination and harassment in any situation that threatens the emotional health, physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- viii. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- ix. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

c. School Counselor

- i. Assist students in coping with peer pressure and emerging personal, social and emotional problems.

- ii. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- iii. Regularly review with students their educational progress and career plans.
- iv. Provide information to assist students with career planning.
- v. Encourage students to benefit from the curriculum and extracurricular programs.
- vi. Coordinate Intervention Support Services, as needed, with student, parent, building principal and teachers.
- vii. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- viii. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

d. Expectations for Non-Instructional School Staff

- i. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- ii. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- iii. Assist in promoting a safe, orderly and stimulating school environment.
- iv. Maintain confidentiality about all personal information and educational records concerning students and their families.
- v. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- vi. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

e. Administrator

- i. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- ii. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- iii. Evaluate on a regular basis all instructional programs. Support the development of and student participation in appropriate extracurricular activities.
- iv. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- v. Review the policies of The Board of Education and state and federal laws relating to school operations and management.
- vi. Inform The Board about educational trends relating to student discipline.

- vii. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- viii. Work on enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- ix. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- x. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

f. Board of Education

- i. Collaborate with students, teachers, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- ii. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- iii. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
- iv. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

V. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

- a. Be safe, appropriate and not disrupt or interfere with the educational process.
- b. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), low cut jeans, mid-riff shirts, muscle shirts, and see-through garments are not appropriate.
- c. Ensure that top and bottom undergarments are completely covered with outer clothing and no abdomen/stomach/back area is showing. Muscle shirts are considered undergarments.

- d. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Footwear requirements for Technology classes, Science Labs and Physical Education classes will meet health and safety guidelines for those classes.
- e. Not include the wearing of hats in school during school hours except for a medical or religious purpose.
- f. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, ethnic group, religion, sex, weight or disability.
- g. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- h. Not include pierced earrings/jewelry during physical education classes and all sports activities.
- i. Not include articles of clothing deemed sleepwear/loungewear including pajamas, slippers, nightshirts, etc. unless approved for a designated school function.
- j. Not include wearing their coats during the school day unless room temperatures warrant it.
- k. Not include wearing of gang related articles of clothing.

Administration shall be responsible for informing all students and their parents of the Student Dress Code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the Student Dress Code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. Student Conduct

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- a. **Engage in Conduct that is Disorderly. Examples of Disorderly Conduct Include:**

- i. Running in hallways.
- ii. Making unreasonable noise.
- iii. Verbal threats, using language or gestures that are profane, lewd, vulgar or abusive.
- iv. Obstructing vehicular or pedestrian traffic.
- v. Engaging in any willful act which disrupts the normal operation of the school community.
- vi. Trespassing. Students are not permitted in the school building without permission from the administrator in charge of the building.
- vii. Computer/electronic communications misuse, including any unauthorized use of cellphones, computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.
- viii. Inappropriate touching, pushing, shoving, slapping, etc.
- ix. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).

b. Engage in Conduct that is Insubordinate. Examples of Insubordinate Conduct Include:

- i. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- ii. Lateness for, missing or leaving school without permission.
- iii. Skipping detention/AIS/MASSH.

c. Engage in Conduct that is Disruptive. Examples of Disruptive Conduct Include:

- i. Failing to comply with reasonable directions of teachers, school administrators or other school personnel in charge of students.
- ii. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per the District Code of Conduct.

d. Engage in Conduct that is violent. Examples of violent conduct include:

- i. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a student, teacher, administrator or any other person lawfully on school property or attempting to do so.
- ii. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- iii. Displaying what appears to be a weapon.
- iv. Threatening to use any weapon.
- v. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
- vi. Intentionally damaging or destroying school District property.
- vii. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical wellbeing.

- viii. Communication by any means, including oral, written or electronic (such as through the internet, email or texting) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property; or, results in material or substantial disruption to the educational environment.

e. Engage in Any Conduct that Endangers the Safety, Morals, Health, and Welfare of Others. Examples of Such Include:

- i. Lying to school personnel.
- ii. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- iii. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- iv. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
- v. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect or unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- vi. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
- vii. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- viii. Selling, using, distributing or possessing obscene material.
- ix. Using vulgar or abusive language, cursing or swearing.
- x. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- xi. Possessing, using, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, vaporizers, "vapes", associating vaping equipment and/ or products, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, fentanyl, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
- xii. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
- xiii. Gambling or gaming.

- xiv. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner or inappropriate touching.
- xv. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- xvi. Spitting or the use of other bodily fluids to taunt, insult, or otherwise denigrate another student, staff member or school related personnel is strictly forbidden.
- xvii. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- xviii. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- xix. Possessing, consuming, selling, attempting to sell, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
- xx. Violating gender privacy when using school restroom facilities.

f. Engage in Misconduct While on a School Bus.

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated. Remain seated while the bus is in motion.

g. Engage in Any Form of Academic Misconduct. Examples of Academic Misconduct Include:

- i. Plagiarism
- ii. Cheating
- iii. Copying
- iv. Altering records
- v. Assisting another student in any of the above actions. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- vi. Violation of the District Acceptable Use Policy for technology.

h. Engage in Bullying – Peer Abuse in the Schools.

The Board is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board shall require the prohibition of bullying – along with the range of possible intervention activities and/or sanctions for such misconduct – to be included in the District Code of Conduct for all grade levels.

For purposes of this policy, the term “bullying” among children is defined, in general, as: “a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less

powerful.” Bullying can take three forms:

- i. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- ii. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- iii. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

The District also prohibits “Internet bullying” (also referred to as “cyberbullying”) including the use of instant messaging, e-mail, web sites, apps, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute “bullying” (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at school District sites or activities and/or reporting such behavior to their immediate supervisor. Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct as enumerated above and may also be incorporated in employee and student handbooks (See Policy #7552).

VII. Reporting Violence

All students are expected to promptly report violations of the Code of Conduct to a teacher, school counselor or the administrator. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher or the administrator.

All District staff whom are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The Board annually appoints a Dignity Act Coordinator and Civil Rights Compliance Officers (Title IX).

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The administrator must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the administrator learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

VIII. Discipline Penalties, Procedures, and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

a. **Penalties**

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- i. Oral warning - any member of the District staff
- ii. Written notification to student and parent - bus driver, hall and lunch monitors, coaches, school counselors, teachers, administrator
- iii. Detention – lead teachers, administrator
- iv. Suspension from transportation - Director of Transportation, administrator (Notify CSE Chairperson if student is classified)
- v. Suspension from athletic participation - coaches, athletic coordinator, administrator
- vi. Suspension from social or extracurricular activities - activity director, administrator
- vii. Suspension of other privileges - administrator
- viii. In-school suspension - administrator
- ix. Removal from classroom by teacher - teachers, administrator
- x. Short term (five days or less) suspension from school- administrator, Board of Education.
- xi. Long term (more than five days) suspension from school- administrator, Board of Education
- xii. Permanent suspension from school- administrator, Board of Education
- xiii.

b. **Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning with written notification to the student and their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

i. **Detention**

Teachers and the administrator may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified, or a reasonable attempt to notify the parents has been made, and the student has appropriate transportation home following detention.

ii. **Suspension/Removal**

1. **Suspension from Athletic Participation, Extracurricular Activities, and Other Privileges.** A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a

full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

2. **In-school suspension.** The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, The Board authorizes the administrator to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher, if possible. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.
3. **Teacher disciplinary removal of disruptive students.** A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the administrator's office for the remainder of the class time only; (4) sending a student to a school counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student

with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a District-established disciplinary referral form and meet with the administrator as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the referral form. If the administrator is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the administrator prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the administrator must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the administrator to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The administrator may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the administrator must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and administrator.

The administrator may overturn the removal of the student from class if the superintendent finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the District's Code of Conduct
- c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The administrator may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day

following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the administrator makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continual educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from his or her class. The administrator must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the administrator or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation

4. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the administrator.

Any staff member may recommend to the administrator that a student be suspended. All staff members must immediately report and refer a violent student to the administrator for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The administrator, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

- a. **Short-term (5 days or less) Suspension from School.** When the administrator (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of

the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the administrator. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the administrator may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the administrator shall promptly advise the parents in writing of his or her decision. The administrator shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the administrator within five business days, unless they can show extraordinary circumstances precluding them from doing so. The administrator shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the administrator's decision, they must file a written appeal to The Board with the District clerk within 10 business days of the date of the administrator's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of The Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) Suspension from School

When the administrator determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the

right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The administrator shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the administrator. The report of the hearing officer shall be advisory only, and the administrator may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 business days of the decision.

c. **Permanent Suspension.** Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

d. **Minimum Periods of Suspension**

i. Students who bring a weapon to school.

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property may be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The administrator has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

7. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

- ii. Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, may be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The administrator has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

- iii. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom may be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The administrator has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the administrator may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

- e. **Suspension from Transportation.** If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the superintendent's attention. Students who become a serious disciplinary problem may have their riding

privileges suspended by the administrator. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the administrator to discuss the conduct and the penalty involved.

c. Referrals

- i. **Counseling:** The Guidance Office shall handle all referrals of students to counseling.
- ii. **PINS Petitions:** The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 2. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
 3. Knowingly and unlawfully possesses an illegal substance in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PIN petition.
- iii. **Juvenile Delinquents or Juvenile Offenders:** The administrator is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 1. Any student under the age of 16 who is found to have brought a weapon to school, or;
 2. Any student 14 or 15 years old who qualifies for juvenile offender status under the criminal procedure law §1.20(42).

The administrator is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

X. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures

followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

a. Authorized Suspensions or Removals of Students with Disabilities

i. For Purposes of this Section of the Code of Conduct, the Following Definitions Apply:

1. A "suspension" means a suspension pursuant to Education Law §3214.
2. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses risk of harm to him/herself or others.
3. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current Individualized Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

b. School Personnel may Order the Suspension or Removal of a Student with a Disability from His Or Her Current Educational Placement as Follows:

- i. The Board, the District BOCES Superintendent of Schools or Administrator may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- ii. The administrator may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the administrator determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- iii. The administrator may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- iv. The administrator may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.
 2. "Controlled substance" means a drug or other substance identified in 27 certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a school health care provider or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- v. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

c. Change of Placement Rule

- i. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 1. for more than 10 consecutive school days; or
 2. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- ii. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

d. Special Rules Regarding the Suspension or Removal of Students with Disabilities

- i. The District's Committee on Special Education shall:
 1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral interventions plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in

placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or 28 controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

2. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- ii. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
1. The administrator or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 2. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - a. Conducted an individual evaluation and determined that the student is not a student with a disability or;
 - b. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in 29 comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Administrator hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into the code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that the school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

e. Expedited Due Process Hearing

- i. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 1. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel 30 maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the

student to be in his or her current educational placement during such proceedings.

2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 - b. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
 - c. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

f. **Referral to Law Enforcement and Judicial Authorities**

In accordance with the provisions of IDEA and its implementing regulations:

- i. The District may report a crime committed by a child with a disability to appropriate authorities and such action will not constitute a change of the student's placement.
- ii. The administrator shall ensure that copies of the Special Education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. Corporal Punishment

Corporal Punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- a. Protect oneself, another student, teacher or any person from physical injury.
- b. Protect the property of the school or others.
- c. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations

XII. Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the administrator, the school health care provider and District security officials to conduct searches of students and their belongings, including motor vehicles on school property, if the authorized school official has reasonable suspicions to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

a. Student Lockers, Desks, and Other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

b. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the

search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the students or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause - not simply reasonable cause - to believe the student is concealing evidence of a violation of law or the District Code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search. School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

c. Documents of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about the search:

- i. Name, age and grade of student searched.
- ii. Reasons for the search.
- iii. Name of any informant(s).
- iv. Purpose of search (that is, what item(s) were being sought).
- v. Type and scope of search.
- vi. Person conducting search and his or her title and position.
- vii. Witnesses, if any, to the search.
- viii. Time and location of search.
- ix. Results of search (that is, what item(s) were found).
- x. Disposition of items found.
- xi. Time, manner and results of parental notification. The administrator shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student.

The administrator shall clearly label each item taken from the student and retain control of the item(s), until the items are turned over to the police. The administrator shall be responsible for personally delivering dangerous or illegal items to police authorities.

d. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- i. A search or an arrest warrant; or
- ii. Probable cause to believe a crime has been committed on school property or at a school function; or

- iii. Been invited by school officials.

Before police officials are permitted to question or search any student, the administrator shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The administrator will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- iv. They must be informed of their legal rights.
- v. They may remain silent if they so desire.
- vi. They may request the presence of an attorney

XIII. Child Protective Services

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have 34 reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to the administrator. The administrator shall set the time and place of the interview. The administrator shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school health care provider or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a Child Protective Services worker or school District official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIV. Visitors to the School

The Board encourages parents and other District citizens to visit the District's school and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, certain limits must be set for such visits. The administrator is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- a. Anyone who is not a regular staff member or student of the school will be considered a visitor.

- b. All visitors to the school must report to the main office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building and signing out.
- c. Visitors attending school functions that are open to the public, such as parent/teacher organization meetings or public gatherings, are not required to register.
- d. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum. Registration is still required at the main office upon arrival.
- e. Teachers are expected not to take class time to discuss individual matters with visitors.
- f. Any unauthorized person on school property will be reported to the administrator. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- g. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XV. Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

a. Prohibited Conduct

No Person, either alone or with others shall:

- i. Intentionally injure any person or threaten to do so.
- ii. Intentionally damage or destroy school district property, including graffiti or arson, or the personal property of a teacher, administrator, other district employee or any person lawfully on school property.
- iii. Disrupt the orderly conduct of classes, school programs or other school activities.
- iv. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- v. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- vi. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- vii. Obstruct the free movement of any person in any place to which this code applies.

- viii. Violate the traffic laws, parking regulations or other restrictions on vehicles;
- ix. Smoke or vape on school property, possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- x. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- xi. Loiter on or about school property.
- xii. Gamble on school property or at a school function.
- xiii. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- xiv. Willfully incite others to commit any of the acts prohibited by this code.
- xv. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

b. Penalties

Persons who violate this code shall be subject to the following penalties:

- Visitors authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75 shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described in subdivisions 3 and 4 shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

c. Enforcement

The administrator shall be responsible for enforcing the conduct required by this code.

When the administrator sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the administrator shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator shall also warn the individual of the consequences for failing to stop.

If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVI. Dissemination and Review

a. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

- i. Providing copies of the code to all students at the beginning of each school year.
- ii. Making copies of the code available to all parents at the beginning of the school year.
- iii. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption
- iv. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- v. Making copies of the code available for review by students, parents and other community members.
- vi. Post the Code of Conduct on the school website.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The administrator may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in- service programs pertaining to the management and discipline of students.

The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Please refer to the following Board of Education Policies:

#3420- Non-Discrimination and Anti-Harassment in the School District

#6120- Equal Employment Opportunity

6121- Sexual Harassment of District Personnel

#7550- Dignity for All Students Act

#7551- Sexual Harassment of Students

#7620- Students with Disabilities Participating in School District Programs

#7621- Section 504 of the Rehabilitation Act of 1973

#8130- Equal Educational Opportunities

#8220- Career and Technical (Occupational) Education

KEEP THIS FORM ON FILE. DO NOT RETURN TO SED

CERTIFICATION OF ACCEPTANCE FOR DISTRICTS AND NONPUBLIC SCHOOLS

(Residential Child Care Facilities must complete the form on Attachment IV)

Please complete the following information during the annual renewal process on the Child Nutrition Management System and **retain on file** for examination by members of this Department or USDA during a review of your Child Nutrition Program. **Do not send the Certification of Acceptance to NYSED.**

SCHOOL FOOD AUTHORITY NAME: Long Lake Central School District

12-Digit LEA Code: 200701040000

The governing body of this School Food Authority accepts this Free and Reduced Price Meal or Special Milk Program Policy Statement, including the Family Income Eligibility Criteria and all required attachments and as indicated below:

Titles of Designated Officials

- | | | |
|----|-----------------------|---------------------------------|
| A. | REVIEWING OFFICIAL | Victoria Snide |
| | Address & Telephone | PO Box 217, Long Lake, NY 12847 |
| | | |
| B. | HEARING OFFICIAL | Noelle Short |
| | Address & Telephone | PO Box 217, Long Lake, NY 12847 |
| | | |
| C. | VERIFICATION OFFICIAL | Victoria Snide |
| | Address & Telephone | PO BOX 217, LONG LAKE, NY 12847 |

An officer of the Board of Education or chairman of the community school board, pastor or executive director of the corporation operating a private or parochial school, or the headmaster or principal of a nonpublic school must sign this form.

ORIGINAL SIGNATURE OF SCHOOL OFFICIAL

TITLE

DATE

2019-2020

- **The Reviewing and Verification Official may be the same person. The Hearing Official cannot be the Reviewing or Verification Official.**

Policy Statement for Free and Reduced Price Meals or Free Milk

Long Lake CSD, (Local Education Agency or governing body) responsible for administration of one or more schools referred to as the school food authority (SFA), has entered into agreement to participate in the National School Lunch Program, School Breakfast Program, and/or Special Milk Program and accepts responsibility for providing free and reduced price meals and/or free milk to eligible children in the schools under its jurisdiction.

The SFA assures the State Education Department that it will uniformly implement the following policy with respect to determining the eligibility of children for free and reduced price meals in each school building under its jurisdiction that participates in the programs mentioned above.

In fulfilling its responsibilities, the SFA agrees to the following:

A. Free Meals and (For Milk Only Schools) Free Milk

To serve meals or milk at no charge to children from families whose income is at or below the income levels for free meals and milk listed on the annual income eligibility guidelines, or to children from Supplemental Nutrition Assistance Program (SNAP) households, Temporary Assistance to Needy Families (TANF) households, households participating in the Food Distribution Program on Indian Reservations (FDPIR) that provide a case number, or households that are identified through the SNAP/MEDICAID Direct Certification Matching Process.

B. Reduced Price Meals

To serve breakfast and/or lunch at no charge to children from families whose income is within the range of the annual income eligibility guidelines for reduced price meals.

C. Special Conditions

To serve free meals/milk to foster children in cases where the court or welfare agency is legally responsible for the child. Documentation from an appropriate State or local agency supports the foster child's status. Foster children are categorically eligible for free meals and may be included as a member of the foster family if the foster family chooses to also apply for benefits for other children. Including children in foster care as household members can help other children in the household qualify for free or reduced price meals. If the foster family is not eligible for free or reduced price meal benefits, the foster child will still be provided free meal benefits.

To provide free or reduced price meals or free milk to children whose parents or guardians have become unemployed, provided the loss of income causes the family income during the period of unemployment to be within the eligibility criteria. These students must be approved using one of the methods noted in this eligibility guidance booklet.

D. Non-Discrimination

1. That there will be no physical segregation of, or any other discrimination against, any child because of his/her inability to pay the full price of the meal or milk. LEAs selling competitive foods during a meal service are encouraged to include in the description of how the cafeteria and meal service prevents overt identification of the children receiving free and reduced price meals or free milk. The names of children eligible to receive free or reduced price meals or free milk shall not be published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means. Further assurance is given that children eligible for free or reduced price meals or free milk shall not be required to:

- Work for their meals or milk.
- Use a separate lunchroom.
- Go through a separate serving line.
- Enter the lunchroom through a separate entrance.
- Eat meals or drink milk at a different time.
- Eat a meal different from the meal sold to children paying the full price for the same meal or drink milk different from that sold to children paying the full price.

2. That in the operation of Child Nutrition Programs, no child shall be discriminated against because of his or her race, sex, age, color, disability, national origin, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

E. Hearing Procedures

To establish and use a fair hearing procedure in cases of appeal by parents of the school's decision on applications and in cases where the school official challenges the accuracy of information contained in an application or of the continued eligibility of any child for a free or reduced price meal or free milk. During appeal, hearing, and disposition of the case, the child will receive free or reduced price meals or free milk.

To maintain, for a period of three years plus the current year, records of all such appeals, challenges, and dispositions.

That in initiating the hearing procedure, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted on the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

That the hearing procedure shall provide:

1. A simple, publicly announced method for making an oral or written request for a hearing;
2. An opportunity to be assisted or represented by an attorney or other person in presenting an appeal;
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
4. That the hearing shall be held with reasonable promptness and convenience and that adequate notice shall be given as to the time and place of the hearing;
5. An opportunity to present oral or documentary evidence and arguments supporting the

position;

6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses;
7. That the hearing shall be conducted and the decision made by a hearing official who did not participate in making the decision under appeal or in any previous conference;
8. That the decision of the hearing official, who may not be the same person as the reviewing and/or the verification official, shall be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record;
9. That the parties concerned and their designated representative shall be notified in writing of the decision of the hearing official;
10. That a written record shall be prepared with respect to each hearing which shall include: the decision under appeal; any documentary evidence and a summary of any oral testimony presented at the hearing; the decision of the hearing official, including the reasons therefore and a copy of the notification to the parties concerned of the decision of the hearing official; and
11. That such written record of each hearing shall be preserved for a period of three years plus the current year and shall be available for examination by the parties concerned or their representative at any reasonable time and place during such period.

F. Reviewing Official

A reviewing official shall review and make determinations of eligibility using the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals or free milk. The official should sign, date, and indicate the eligibility determination on each application.

G. Notice to Parents

To send at the beginning of each school year, and whenever there is an increase in eligibility, to the parent or guardian of each child, a letter such as the prototypes in Attachment VII, VIII, or IX including a form on which to make application for free or reduced price meals or free milk, and a parent disclosure letter and consent statement.

H. Applications

To advise parents to complete the application and return it to the reviewing official for eligibility determination.

To maintain applications and documentation of action taken, for three years after the end of the school year to which they pertain.

To accept applications at any time during the year and to supply applications to any parent enrolling a child in a school for the first time.

To accept the application of a child who transfers from one school to another under the jurisdiction of the SFA. Copies of the application and eligibility dates should be retained with the records of both schools. The application from the transfer student from another SFA should be reviewed to

ensure that it is correctly approved.

To inform parents of eligibility determinations. Parents must be notified in writing of the reason(s) for denial of their application, notification of the right to appeal, instructions on how to appeal, and a reminder to parents that they may reapply for free and reduced price benefits at any time during the school year. Copies of denial letters to parents must be maintained for three years plus the current year.

I. Verification of Applications

Verify the eligibility of applicant households **by November 15** in accordance with program regulations and annually maintain records.

J. Anonymity and Accountability

To establish a procedure to collect money from children who pay for their meals or milk which prevents overt identification, and accounts, at the point of service, for the number of free, reduced and full price meals served or the number of half-pints of free and full price milk served. The procedure(s) adopted will be used in order that no other child in the school will consciously be made aware, by such procedure, of the identity of the children receiving reduced price meals, free meals, or free milk. The LEA will develop measures to prevent disclosure of confidential free and reduced price eligibility information as required and include the steps with this policy statement.

K. Amendments to Policies

To submit to the State Education Department any alterations or amendments to the policy including eligibility criteria, applications, public announcements, etc., for approval prior to implementation. Such changes will be effective following approval by the NYSED Child Nutrition Program Administration office. Any and all changes in eligibility criteria shall be publicly announced in the same manner used at the beginning of the school year. Changes in content to any prototype documents from this guidance booklet require prior State Agency approval.

L. Records

To maintain a file of the following records for three years plus the current year after the end of the fiscal year to which they pertain:

1. All eligibility determinations obtained through the Direct Certification Matching Process (DCMP) (SNAP, Medicaid, Foster)
2. All applications and documents to support homeless, migrant, head start, etc.
3. Records of all appeals and challenges and their disposition.
4. All notifications of eligibility determinations, including denial letters.
5. Records of all verification efforts and resulting eligibility changes.

M. Public Release

At the beginning of the school year, a public release containing the same information supplied to

parents and including both free and reduced price eligibility criteria should be provided to the media (local newspaper), the local unemployment office, and any major employers contemplating large layoffs in the areas from which the school draws its attendance. Documentation must be kept on file for three years plus the current year identifying where the public release was sent.

N. Special Assistance - Provision 2 and Community Eligibility Provision

Provision 2: In schools where all enrolled children, regardless of their category of eligibility, are served meals at no charge; notify parents, distribute, and certify applications for free and reduced price students once every four consecutive school years. For three years after the base year, the school is not required to count meals served by category for claiming purposes. After the base year, the building's monthly reimbursement is based on total meal counts and monthly claim statistics from the base year. Maintain accountability and record keeping requirements as mandated by program regulations for this alternate reimbursement system.

*** If your school year begins in September, you must notify your Child Nutrition representative by September 1, 2019 if you intend to participate in Provision 2 for the 2019-2020 school year. If your school year begins in July, you must notify us by July 1, 2019.**

Community Eligibility Provision: Schools where at least 40 percent of enrolled students have been deemed free eligible through a means other than an income application (i.e., directly certified using electronic SNAP/Medicaid, homeless, migrant, runaway, foster, and head start) as of April 1, 2019, may participate in the Community Eligibility Provision for the 2019-2020 school year. The schools will receive reimbursement in the free and paid category based on the percentage of directly certified students as noted above times a multiplier (as written in federal regulation). For more details about participation and how to apply, please see the CEP Memo on the Child Nutrition Knowledge Center website.

O. Administrative Prerogative

In certain circumstances when households fail to apply for free or reduced price meals, the nutritional needs of students who are obviously at an economic disadvantage may be addressed by local officials.

Using administrative prerogative, local officials may complete an application for a student known to be eligible if the household had applied. This limited use option acknowledges the various reasons that a family may fail to apply for free or reduced price meals, such as lack of understanding, fear of authority, alien status, substance abuse, etc.

To exercise this option properly, an application must be completed on behalf of the student, based on the best family size and income information available. The source of this information must be noted on the application. Documented prior efforts must be made by the SFA to obtain a completed application from the parent or guardian.

The names of all household members, a social security number, or an adult signature need not be secured. Instead, the name of the student, household size, estimated family income including source, and the administrator's signature must be provided. The household must be notified of the

student's approval status for free or reduced price meals. These applications should be excluded from the verification process.

This option must be used **judiciously and only after repeated efforts to obtain applications from families have been unsuccessful**. It is to be used on an individual basis and must not be used to provide eligibility determinations for large numbers of students. It also may not be used when family income is above the eligibility guidelines, even though the children are coming to school without a meal or money. Family economic status must remain the criterion for administratively making the decision to provide the student access to free or reduced price meals.

P. Meal Eligibility for Homeless/Migrant/Runaway Children

Children who are categorically eligible under Other Source Categorically Eligible Programs should contact the school for assistance in receiving benefits and indicate the source of their status on the application.

The United States Department of Agriculture (USDA) has acknowledged that the number of homeless, migrant and runaway children has risen considerably in the last few years, that parents/guardians who are homeless or migrant often fail to return a free meal application, and these children are often not included in the direct certification process. While administrators can exercise the administrative prerogative option for determining program eligibility, this process is only intended to be exercised on a case-by-case basis and becomes burdensome in areas where there are many homeless/runaway children residing in shelters or migrant status children. USDA has therefore established the following procedures for all Child Nutrition Programs when an application is not submitted by the household or it is not anticipated that an application will be submitted:

- The migrant coordinator, homeless liaison or runaway provider may provide you with a list of eligible children based on established criteria. The list must be dated and signed by the coordinator, liaison or provider. These children are then directly certified for free meals for the school year. No other documentation is needed. This is the preferred option.

Other options:

- The director of the homeless shelter at which the child resides can complete and submit an application for the child, or send a list of all children residing in the shelter to the school;
- Local level officials may complete an application for a child and approve the child for free meals based solely on their knowledge that the child's address is a homeless shelter or that the child has no known address and is indeed homeless;
- If large numbers of homeless children make it impractical for a homeless shelter or school officials to complete individual applications, the school administrator may establish a list of eligible students based on his/her knowledge of the family's residence (shelter, address, car, etc.). The documentation necessary to substantiate free meal eligibility for a list of children must contain at a minimum the following information:
 - The child's name
 - The effective date of eligibility determination
 - The name of the shelter, etc., where the child resides

- The signature of the determining official
- Documentation of migrant status children should be maintained by the school migrant coordinator as documentation to substantiate free meal eligibility. This should include the date, the child's name, and signature of the migrant coordinator. For a list of contacts in your school, go to nysteaches.org.

Q. Food Distribution Program on Indian Reservation (FDPIR)

Public and nonpublic schools participating in the School Lunch, Breakfast, or Special Milk Programs may accept a Food Distribution Program on Indian Reservation (FDPIR) case number in lieu of household income, SNAP or TANF number.

R. Food Substitutions for Children With Disabilities

Federal regulations governing the operation of Child Nutrition Programs and Section 504 of the Rehabilitation Act of 1973 require that children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. To ensure that these children are not denied reasonable access to the programs, the Department of Agriculture's regulations require schools and institutions to make reasonable accommodations, such as providing substitutions in the regular meal patterns, for children who have a disability and whose disability restricts their diet. A student with a disability is defined in 7 CFR part 15b.3 as one who has a physical or mental impairment which substantially limits one or more major life activities of such individual, a record of such an impairment or being regarded as having such an impairment. Major life activities include but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Accordingly, meal substitutions **must be made for children with disabilities** and must be supported by a medical statement signed from a State licensed healthcare professional. **These meals must be offered at no extra charge.** Substitutions **may also be made** for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs, though schools are not required to do so in these instances. Substitutions for non-disabled children must be supported by a statement signed by a recognized medical authority. **Children with disabilities are not automatically eligible for free meal benefits.** Parents must adhere to the same income eligibility criteria and procedures used for all children

S. Limited English Proficient (LEP) Households

LEAs will ensure there are no barriers for participation in Child Nutrition Programs for Limited English Proficient (LEP) families and must communicate with parents and guardians in a language they can understand throughout the certification and verification processes.

T. Meal Charge Policy

LEAs will establish a written and clearly communicated policy to address student meal charges when payment cannot be collected at the point of service. Charge policies will be reasonable, well-

defined and maintain the integrity and dignity of students and households to minimize harm to the student.

U. Prohibition Against Meal Shaming Plan

LEAs will establish a written and clearly communicated plan that ensures a student whose parent or guardian has unpaid meal charges is not shamed or treated differently than a student whose parent or guardian does not have unpaid school meal charges. The plan will include the requirement to provide students with the reimbursable meal of their choice and identify other prohibited actions to decrease student distress or the embarrassment associated with not having adequate funds to pay for a school meal.

V. Program Terminations

To provide 60 days advance written notice to parents and to immediately inform the NYSED Child Nutrition Program Administration of intent to discontinue participation in NSLP/SBP for public school districts. Non-public schools must send a letter on official letterhead notifying the Child Nutrition Office of the effective date they will no longer participate and the last month they intend to claim meals.

**TAX WARRANT- September 1, 2019
SCHOOL YEAR 2019-2020**

To the Collector of School District Long Lake Central School, towns of Arietta and Long Lake in the County of Hamilton, State of New York.

You are hereby commanded:

1. To collect taxes in total sum of \$2,918,000 in the same manner that Collectors are authorized to collect town and county taxes, and

To collect the Cornelius Vanderbilt Whitney Long Lake Library taxes in total sum of \$151,024 in the same manner that Collectors are authorized to collect town and county taxes.

2. To give notices in accordance with Section Real Property Tax Law, Section 1322, 1338.
3. To receive from each of the taxable corporations and natural persons on the below tax roll the sums listed or so much thereof as is voluntarily paid to you within one month from date of this warrant.
4. To collect after the expiration of one month the residue of the sums not paid, together with the fees prescribed in sections Education Law 2130 and Real Property Tax Law Section 1328.
5. To return this warrant within 60 days and if any taxes in this list shall be unpaid at that time, you shall deliver to us an account thereof.

SUMMARY OF TAX ROLL

Total Amount Assessed Valuation

\$608,793,316

Total Amount of Tax Levy

\$2,918,000-School
\$ 151,024-Library

**SCHOOL BUDGET
SCHOOL YEAR 2019-2020**

Estimated Receipts:

Surplus estimated to be available for appropriations	\$ 997,040
State Aid	484,000
Tax on Property	2,918,000
Other Sources	<u>71,600</u>
 Total Revenues (Estimated)	 \$4,470,640

Estimated Expenditures:

General Support	\$ 737,429
Instruction	1,863,442
Pupil Transportation	136,560
Undistributed	<u>1,448,209</u>
 Total Estimated General Fund Expenditures	 \$4,185,640
Balance-End of Budget Year (use only for Planned Balance)	<u>285,000</u>
Total Estimated Expenditures and Planned Balance	\$4,470,640

This warrant is issued by authority of Article 13 of the Real Property Tax Law and has the same force and effect as a warrant and tax list issued by the Board of Supervisors. It is effective immediately after it is properly signed by the trustees or a majority of trustees.

Given under our hand this 13th day of August 2019

Signatures of trustees:

Michael Farrell

Alexandria Harris

Trisha Hosley

Joan Paula

Brian Penrose

Note: As specified by State Law, this warrant shall be signed on or before September 1. The amount of taxes to be collected should correspond with the total entered on the summary at the top of page one. Original document filed in the District Minute book.

Board Resolution

BE IT RESOLVED, that the Board of Education hereby rescinds the June 13, 2019 resolution appointing Mr. Hayden LaMere as a long term technology substitute teacher for the 2019-2020 school year and, similarly, rescinds the May 14, 2019 resolution authorizing the extension of health insurance benefits for the month of August 2019.

**DISTRICT-WIDE SCHOOL
SAFETY PLAN**

**Long Lake
CSD**

Revision Date: February 2019

Table of Contents

- ❖ The District Wide Safety Plan
- ❖ Appendix 1 – List of Buildings
- ❖ Appendix 2 – Building Risk Determination
- ❖ Appendix 3 – Training Policy
- ❖ Appendix 4 – Policies dealing with Violence on School Property
- ❖ Appendix 5 – Regulation References
- ❖ Appendix 6 – Communities Relation Policy
- ❖ Appendix 7 – Emergency Responders Contact Information
- ❖ Appendix 8 – Memoranda of Understanding

DISTRICT-WIDE SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-Wide Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Long Lake Central District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the District Board of Education, the District Superintendent appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

B. Identification of School Teams

The District has created a District-Wide School Safety Team including the following persons:

Name	Title
Noelle Short	Superintendent/Principal
Victoria Snide	Business Manager/
Tony Clark	Maintenance/Bus Driver/LLVFD
Eric Hample	Maintenance/Bus Driver/LLVFD
Frederick Short	Board of Education
Elisha Pylman	Faculty/ School Counselor
Karl Geiger	Food Service Manager
Michelle Billings	School Nurse/DAC Coordinator/Community
Dana Goetze	Faculty/Athletic Coordinator
Tina Pine	Faculty /Teacher
Carey Pooler	Faculty /Teacher
Michael Farrell	Board of Education

C. Concept of Operations

- The District-Wide School Safety Plan shall be directly linked to the Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (c) (3), this plan will be made available for public comment 30 days prior to its adoption. The District-Wide and Building-Level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plan shall be confidential and shall not be subject to disclosure under Article 6

of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

- Full copies of the District-Wide School Safety Plan and any amendments will be posted on the District's website within 30 days of adoption. Building-Level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-level Emergency Response Plan includes identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Lock-down	Sheltering/Evacuation
Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building-level School Safety Team	

C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in accordance with the Incident Command System as deemed appropriate by the Incident Commander. (See Incident Command System Position and Description chart.)

Specific procedures, policies, persons, phone numbers, and training are located in the Building-Level Emergency Response Plan. The Incident Commander will contact 9-1-1 for advice and assistance when needed.

D. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be the District Superintendent. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-level Emergency Response Plan. Building-level Incident Command staff are identified in the Building-level Emergency Response Plan.

E. Annual multi-hazard school training for staff and students

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Superintendent's Office, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing plans will be revised in response to post-incident critiques of these drills.

Training procedures and frameworks are included in Appendix 3.

F. Staff development

Each year during the Staff Development Day, training in Violence Prevention and Intervention will be offered. Refresher training in searching for suspicious packages will be provided as needed.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 4 of this document.

The Long Lake Central School District uses a wide range of methods to ensure that students, staff, and parents are made aware of early detection of violent behaviors. Some specific methods include the use of the student handbook, code of conduct, PDP handouts, prevention education, and a Health, Safety and Wellness Committee.

The Incident Commander will, based on the situation, determine the appropriate steps to be taken. These may include, but are not limited to; lock-down, search, evacuation, or contacting 9-1-1. Specific steps are outlined in the Building-Level Plan. The Incident Commander will monitor the incident, adjust their response as appropriate during the incident, and work to protect students and staff.

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. The Incident Commander will contact the appropriate law enforcement agency by calling 9-1-1.

Policies are listed in Appendix 4. Specific procedures are outlined in the Building Level

Plan.

Punishment will be judged on a case-by-case basis, the Code of Conduct, and other District policies.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The District has developed specific procedures for responding to threats.

Lock-downs, evacuations, and contacting local law enforcement through the Incident Command Structure will be used. Specific steps are found in the Building-Level Plan.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

The District has plans and procedures to contact parents and guardians through the use of telephones, radio stations, intercom, fax, emergency alert systems, e-mail, television, and written communications. Specific procedures are outlined in the Building-Level Plan to handle early dismissals, evacuation, and sheltering. Contact phone numbers are listed in the phone directory found in the Building-Level Plan.

Parent and guardian phone numbers are found in the main office and the nurse's office.

The Incident Commander, based on the situation, will make the determination as to which form of communication will be used: i.e., television, radio, phone numbers.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies.

B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

Long Lake Central School District will work with county and other local officials when an Article 2-B emergency is declared. The Incident Commander, based on the actual Article 2-B situation, will contact the Emergency Management Office for guidance by calling 9-1-1.

C. A system for informing all educational agencies within a school district of a disaster

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery.

D. In case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

Each Building-Level Emergency Response Plan will include the following information:

- School population,
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency.

The Building-Level School Safety Teams will insure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and or/security devices or procedures

Specific policies related to building security are found in Appendix 6. Long Lake School District does have special building security at this time. A specific description can be found in the Building-Level Emergency Response Plan.

The Long Lake Central School District does have procedures for lock-down, evacuation, and sheltering. The specific procedures are found in the Building-Level Emergency Response Plan.

B. Policies and procedures for the dissemination of informative materials

The District is committed to the use of age-appropriate interpersonal violence prevention education package for the students.

C. Prevention and intervention strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Collaborative agreements with state and local law enforcement officials designed to ensure that staff are adequately trained including being trained to de-escalate potentially violent situations,
- Non-violent conflict resolution training programs,
- Peer mediation programs and youth courts, and
- Extended day and other school safety programs

D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District is exploring programs in the following areas:

- Prevention education
- Home-Run Program through Berkshire Farm
- Mental Health Services
- Character Education
- Peer mediation
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing anonymous reporting mechanisms for school violence, and
- Others based on District need

E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel

The Long Lake Central School District currently does not employ hall monitors, SROs, or other security personnel. If and when the school does employ security personnel, duties will be listed.

APPENDICES

Appendix 1

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephones numbers for building staff.

Building Name	Address	Contact Name	Phone
Main Building	20 School Lane, Long Lake, NY 12847	Noelle Short	518-624-2221
Main Building	20 School Lane, Long Lake, NY 12847	Victoria Snide	518-624-2221
Main Building	20 School Lane, Long Lake, NY 12847	Tony Clark	518-624-2221

Appendix 2

Building Risk Determination

Building	Address
Main Building	20 School Lane, Long Lake, NY 12847

Internal Hazards

Civil Disturbance

- Bomb Threat
- Hostage
- Intruder
- Kidnapped person
- Civil unrest
- Anthrax (bio-terrorism)
- Lock-down
- Evacuation
- Sheltering

Fire and Explosion

- Explosion
- Fire

Systems Failure

- Electrical system failure
- Fuel shortage
- Gas leak
- Heating system failure (loss of heat)
- Roofing failure (leak)
- Sewage system failure
- Structural failure
- Water system failure

Medical Emergency

- Allergic reaction/Bleeding/Blow to the head
- Broken bones/Burns/Choking/Diabetic shock
- Epileptic convulsions/shock
- Bites
- Blood/body fluid exposure (infection control)

Medical Emergency cont.

- Electric shock
- Epidemic
- Food poisoning
- Heart attack
- Toxic exposure

Death/Suicide

External Hazards

Weather Related

- Flood/mudslide
- Storm/snow/ice/wind/hurricane
- Thunderstorm
- Tornado

Environmental Problems

- Air pollution
- Flood/mudslide
- Hazardous material spills/releases
- Radiological incident
- Storm/snow/ice/wind/hurricane
- Extreme cold/heat
- Thunderstorm/lightning storm
- Tornado
- Toxic material spill/releases
- Water contamination

Other External Hazards

- Airplane crash
- School bus accident
- Earthquake
- Highway/road collapse

Appendix 3

Training

Training will be provided by the Jefferson-Lewis BOCES Health & Safety Office as required.

Topics that will be offered include:

Two-Hour Violence Prevention and Intervention

Incident Command System

Red Cross Shelter Management

Searching for Suspicious Packages

Bullying

Sexual Harassment

Appendix 4

Policies dealing with Violence on School Property

Board Duties and Responsibilities:	6110	Code of Ethics for Board Members and all District Personnel
Board Policy Development:	1410	Administration in Absence of a Board Policy
Employee Rights:	6151	Drug-Free Workplace
	5640	Smoking/Tobacco Use
	3411	Prohibition of Weapons on School Grounds
	5741	Drug and Alcohol Testing for School Bus Drivers and other Safety Sensitive Employees
Student Rights:	8130	Equal Educational Opportunities
	7551	Sexual Harassment of Students
	7550	Dignity for All Students
	7350	Corporal Punishment/Emergency Interventions
	7240	Student Records: Access and Challenge
Student Safety:	7530	Child Abuse and Maltreatment
Student Responsibilities:	7310	School Conduct and Discipline
	7313	Suspension of Students
	7320	Alcohol, Tobacco and Drugs of Other Substances
	3411	Prohibition of Weapons on School Grounds

Appendix 5

Regulation References

The Long Lake School District will comply with Article 155.17 and Executive Law 2-B.

Appendix 6

Communities Relation Policy

COMMUNITY RELATIONS

Public Use of District Facilities:

3280	Use of School Facilities, Materials and Equipment
3410	Code of Conduct on School Property

FACILITIES

5681	School Safety Plans
5631	Hazardous Waste and Handling of Toxic Substances by Employees

Appendix 7

Emergency Responders Contact Information

New York State Police Department

1963 Route 30

Tupper Lake, NY 12986

(518) 897-2000

6192 Route 28

Indian Lake, NY 12842

Hamilton County Sheriff Department

210 South Shore Road

Lake Pleasant, NY 12108

(518) 548-3113

Hamilton County Emergency Management Office

emergencymgmt@hamiltoncountyny.gov

2558 State Route 8

Lake Pleasant, NY 12108

(518) 548-6223

Long Lake Rescue Squad

8555 Newcomb Road

Long Lake, NY 12847

(518) 624-6661

Long Lake Volunteer Fire Department

111 South Hill Road

Long Lake, NY 12847

(518) 624-4599

Tupper Lake Village Police

21 Santa Clara Avenue

Tupper Lake, NY 12986

(518) 359-3776

Blue Mountain Lake Fire Department

NYS Route 28

Blue Mountain Lake, NY 12812

(518) 352-7710

Essex County Emergency Management Office

7551 Court Street

Elizabethtown, NY 12932

(518) 873-3900

Franklin County Emergency Management Office

55 Bare Hill Road

Malone, NY 12953

(518) 483-2580

St. Lawrence County Emergency Management Office

48 Court Street

Canton, NY 13617

(315) 379-2240

Appendix 8

Memoranda of Understanding

At this time the Long Lake Central School District does not have any memoranda's of understanding. If and when the school does develop a memoranda of understanding then it will be added to Building Level Emergency Response Plan.

Proposed New Policy

2019

5681
1 of 2

Non-Instructional/Business
Operations

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies.

These plans will be reviewed by the appropriate team on at least an annual basis and updated as needed by September 1. Specifically, the Board will make the District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plans may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. Additionally, the District-wide school safety plan will designate the Superintendent or designee as the chief emergency officer responsible for coordinating communication between school staff and law enforcement and first responders, and for ensuring staff understanding of this plan. Similarly, the Superintendent will be responsible for ensuring the completion and yearly updating of building-level emergency response plans.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level, and has the contents as prescribed in Education Law and Commissioner's regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The District-wide team will include, but not be limited to, representatives of the Board, *student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

The plan will further address, among other items as set forth in Education Law and Commissioner's regulations, how the District will respond to implied or direct threats of violence by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves (e.g., suicide).

** Allowing a student member to participate on the safety team is now optional, not required. Please customize accordingly. A student may participate provided that no confidential information is shared with that student.*

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**Building-Level Emergency Response Plan**

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

The building-level emergency response plan will be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, law enforcement officials, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

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

Training Requirement

The District will submit certification to the New York State Education Department that all District and school staff have received annual training on the emergency response plan, and that this training included components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire, or as part of the District's existing new hire training program, whichever is sooner.

Filing/Disclosure Requirements

The District will file a copy of its District-wide school safety plan and any amendments with the Commissioner of Education no later than 30 days after its adoption. A copy of each building-level emergency response plan and any amendments will be filed with the appropriate local law enforcement agency and with the state police within 30 days of its adoption. Building-level emergency response plans will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8
Homeland Security Act of 2002, 6 USC § 101
Education Law §§ 807, 2801-a
Public Officers Law Article 6
8 NYCRR § 155.17

Adoption Date

Current Policy

POLICY

2009

5681

Non-Instructional Business
Operations

SUBJECT: SCHOOL SAFETY PLANS

The District-wide/building-level school safety plans have been adopted by the School Board only after at least one (1) public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by July 1 and recommended to the Board of Education for approval. The plan will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School District with local and county resources in the event of such incidents or emergencies. Long Lake Central School District which consists of one school building, has developed a single building-level school safety plan, which also fulfills all requirements for development of the District-wide plan to ensure the safety and health of children and staff and to ensure integration and coordination with similar emergency planning at the municipal, county and state levels.

District-Wide/Building-Level School Safety Plan

District-wide/Building-Level school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the School District, that addresses prevention and intervention strategies, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-wide/Building-Level school safety plan shall be developed by the District-wide/Building-Level school safety team appointed by the Board of Education. The District-wide/Building-Level team shall include, but not be limited to, representatives of the School Board, student, teacher, administrator, parent organizations, school safety personnel and other school personnel.

If the District receives federal preparedness funds, the District requires appropriate personnel to complete the IS-700 NIMS (National Incident Management System) introductory course.

Filing/Disclosure Requirements

The District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each building-level school safety plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under the Freedom of Information Law or any other provision of law.

Education Law Section 2801-a
Public Officers Law Article 6
§ New York Code of Rules and Regulations (NYCRR) Section 155.17

Adopted: 3/12/09

Proposed New Policy

2019

6212

Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS

The following provisions will govern certification and qualifications of District personnel:

- a) ~~In accordance with applicable statutes, Rules of the Board of Regents, and Commissioner's regulations, each~~ Each employee whose employment requires certification or other licensure must inform the Superintendent immediately of any change in his or her certification or licensure status. The changes may include the granting, revocation, upgrading, expiration, conversion, and/or extension of documents as to their periods of validity or their titles.
- b) ~~Commissioner's regulations extend the expiration dates for various certificate holders engaged in active military service for the period of active service and an additional 12 months from the end of the service. The regulations also reduce the professional development requirements for certification holders called to active duty for the time of active service.~~
- eb) Online verification of an employment applicant's certification status will be used in lieu of printed certificates for current and potential employees. The District will also check the TEACH database to ensure that any permanent or professional certificates for new hires remain valid.
- dc) It is the responsibility of the employee to ensure that he or she maintains the appropriate certification and/or licensure required for his or her assignment.

Parent Notification

~~The~~At the beginning of each school year, the District ~~is required to provide~~ will notify parents ~~upon~~ that they may request, ~~with specific information about the professional qualifications of their children's~~ student's classroom teachers. The following ~~will be provided by the~~ District will provide in a timely manner upon request the following information to parents:

- a) ~~If~~ Whether the student's teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas ~~he or she teaches~~ in which the teacher provides instruction;
- b) Whether the student's teacher is teaching under emergency or other provisional status through which the ~~state~~ New York State qualification or licensing criteria have been waived;
- c) ~~The teacher's college major, whether~~ Whether the student's teacher has any advanced degrees and, if so, is teaching in the ~~subject~~ field of discipline of certification of the ~~degree~~ teacher; and
- d) ~~If~~ Whether the ~~child~~ student is provided services by any instructional aides or similar paraprofessionals and, if so, their qualifications.

(Continued) In addition, the District will provide to parents timely notice that their student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet

applicable New York State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

20 USC § 7804(23)6312

34 CFR § 200.55 and 200.56200.61

Education Law §§ 210, 305, 3001, 3001-a, 3004, 3006 and 3008

8 NYCRR Subparts 80-1, 80-2, 80-3, 80-4, and 80-5§ 80-6.7

8 NYCRR §§ 100.2(d) and 100.2(e)

Adoption Date

Current Policy

POLICY

2010

6212

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Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS

The following provisions shall govern certification and qualifications of District personnel:

- a) In accordance with applicable statutes, Rules of the Board of Regents, and Regulations of the Commissioner of Education, each employee whose employment requires certification or other licensure shall inform the Superintendent of Schools immediately of any change in the status of his/her certification or licensure. The changes shall include, but not be limited to, the granting, revocation, upgrading, expiration, conversion and/or extension of these documents as to their periods of validity or their titles.
- b) Through the New York Patriot Plan, Commissioner's regulations have amended education law. Provisions extend the expiration dates for various certificate holders engaged in active military service for the period of active service and an additional 12 months from the end of such service. These also reduce the professional development requirements for certification holders called to active duty for the time of such active service.
- c) The original certificates and/or licenses must be presented for examination and copying in the Office of the Superintendent of Schools as soon as they are available to the employee. The copies will be maintained in the employee's personnel file in support of the legitimate employment of each affected employee. The failure of any such employee to possess the required certification or other licensure may result in the discharge of that employee.
- d) Whether or not the District verifies an individual's certification or licensure does not waive the responsibility of the employee to maintain what is required for his/her assignment.

Qualifications of Teachers

- a) The District must ensure that all newly hired teachers in Title I programs who teach core academic subjects are highly qualified per Regulations of the Commissioner of Education. The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A "highly qualified" teacher is one who has obtained full state certification as a teacher, or has passed the state teacher licensing examination, holds a license to teach in the state and has at least a bachelor's degree, and also must show subject matter competency in the subjects they teach.
- b) The District is also required to provide to teachers who are not new to the profession the opportunity to meet the NCLB requirement to be highly qualified, in part, through passing a High Objective Uniform State Standard of Evaluation (HOUSSE). The HOUSSE shall be an evaluation, prescribed by the New York State Education Department and conducted locally either during a pre-employment review or at the time of an Annual Professional Performance Review (APPR), that enables a teacher who is beyond the first year of teaching to demonstrate subject matter competency in all core academic subjects that the teacher teaches. The evaluation

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2010

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Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS (Cont'd.)

shall be based upon objective, coherent information as prescribed by the department, and shall include, but not be limited to, information on the teacher's education, credentials, professional experience, and professional development.

- c) The District must ensure that on or after September 2, 2009 a candidate for a teaching certificate or license as a special education teacher shall, in addition to all other certification or licensing requirements, have completed enhanced course work or training in the area of children with autism.
- d) Enhanced training in the needs of autistic children shall also be completed by each certified school administrator or supervisor assigned on or after September 2, 2009 to serve as a special education administrator. Such training shall be provided prior to, or as soon as practicable following, assignment as a special education administrator. Individuals serving as special education administrators as of September 2, 2009 shall complete such training by such date. The enhanced course work or training shall be obtained from an institution or provider approved by the department except that a school district or a Board of Cooperative Educational Services (BOCES) may provide such training as part of its professional development program.

Parent Notification

In accordance with the federal No Child Left Behind Act, the District is required to provide parents, upon request, with specific information about the professional qualifications of their children's classroom teachers. The following shall be provided by the District upon such requests:

- a) If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he/she teaches;
- b) Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived;
- c) The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- d) If the child is provided services by any instructional aides or similar paraprofessionals and, if so, their qualifications.

All requests shall be honored in a timely manner.

20 United States Code (USC) Section 7801(23)
34 Code of Federal Regulations (CFR) Sections 200.55 and 200.56
Education Law Sections 210, 305, 3001, 3001-a, 3004, 3006 and 3008
8 New York Code of Rules and Regulations (NYCRR) Subparts 52.21, 57-3, 80-1, 80-2, 80-3, 80.4, 80.5,
100.2(dd) and 100.2(o)
Adoption Date – March 11, 2010



POLICY PULSE

Monthly Policy Communication – April 2019

REVISED SAMPLE POLICY: **CERTIFICATION AND QUALIFICATIONS (#6212)**

Is this policy required by law or regulation?: No
Is there a marked version of this sample policy?: Yes

NYSED is currently auditing certain districts' compliance with the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA). In response to these audits, Policy Services has made edits to sample policy 6212, Certification and Qualifications.

Under the "Parent Notification" subheading, we revised the language outlining the requirement that districts, at the beginning of each school year, notify parents that they may request information related to the qualifications of their child's teachers. The revised language more closely tracks law and regulation. It is important to note that there are two requirements embedded in this section:

1. Districts **must annually notify** parents that they may request information related to the qualifications of their child's teachers; and
2. Districts **must** provide information related to the professional qualifications of teachers **only upon parental request**.

In addition, under the "Parent Notification" subheading at the end of the policy, we added a new paragraph detailing the requirement that districts must provide to parents a timely notice in cases where their child has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Other revisions were made to remove unnecessary and duplicative language. After reviewing the revised sample policy and consulting with administrators and/or counsel, districts should accept, modify, or reject the revised sample policy 6212 as appropriate for their specific circumstances or practices.

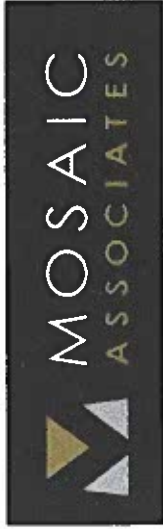
For districts that subscribe to our Administrative Manual services, we have created two new sample forms:

- Sample form 6212F, Parent Right to Request Teacher Qualifications Letter; and
- Sample form 6212F.1, Parental Notification Regarding Uncertified Teacher in Classroom for More than Four Weeks.

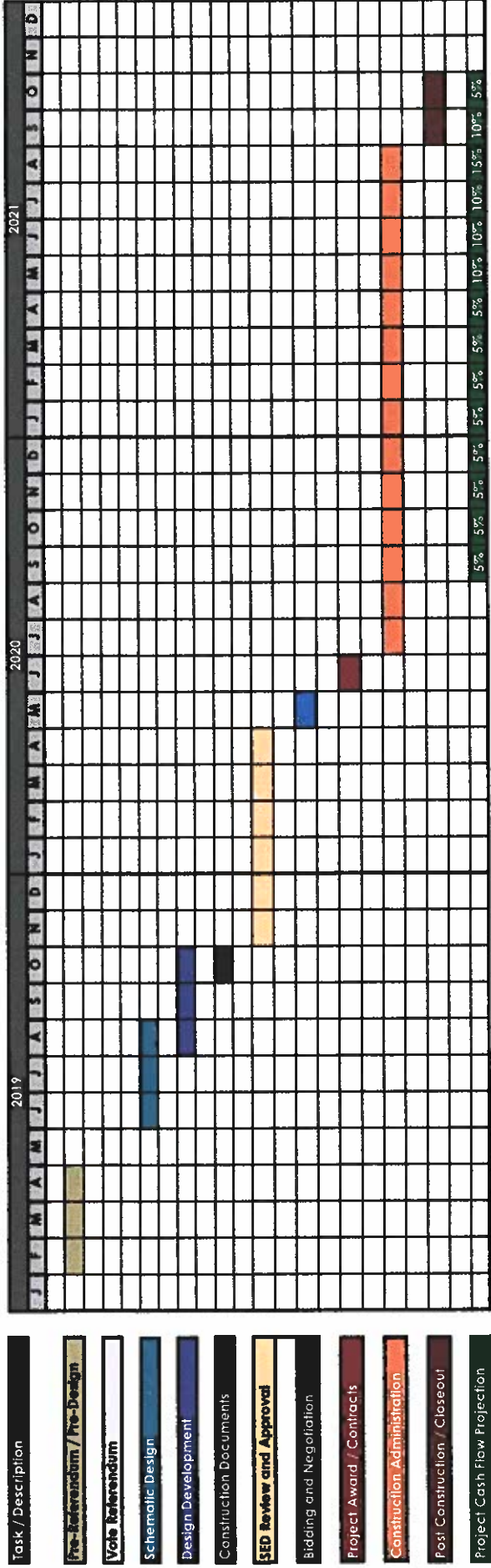
GUIDELINES FOR HOW TO PROCESS A NEW OR REVISED SAMPLE POLICY

For certain districts, such as those with new staff, there may be uncertainty as to how to process a new or revised sample policy. Therefore, Policy Services has developed guidelines to assist districts with the practical "next steps" after they receive a new or revised sample policy.

(Continued)



Study for Referendum
Long Lake Central School
Long Lake Central School District



Construction Document Production & Preparation	SED Project Review	Bid & Award	Construction Period	Closeout
8 Months	11 Months, as of Dec. 2015	6 weeks	14 Months	