

By-Laws

SUBJECT: BUSINESS OF THE ANNUAL DISTRICT ELECTION

The Port Jervis Board of Education will appoint a qualified voter as chairperson of the Annual District Meeting and Election/Budget Vote.

The chairperson will call the Annual District Meeting to order and proceed to the following order of business:

- a) ~~Designation of the~~ District Clerk as clerk of the election and assistant clerks;
- b) ~~Designation of~~ tellers and/or inspectors of election as previously appointed by the Board;
- c) ~~Reading of the~~ notice of call of the election by the Clerk;
- d) ~~Opening of the booths for voting process, whether by machine or paper ballot;~~
- e) ~~Closing of the~~ voting process ~~booths;~~
- f) ~~Receiving the~~ Clerk's report of the Clerk of the election ~~results of the elections;~~
- g) Adjournment.

Education Law §§ 1716, 2025 and 2601-2613

Community Relations

SUBJECT: VISITORS TO THE SCHOOL

All visitors ~~shall~~will be required to report to the Main Office upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance from the ~~B~~Building ~~P~~Pincipal in order to allow teachers the opportunity to arrange their schedules to accommodate ~~such~~these requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits.

Electronic Visitor Management System

The District utilizes an electronic visitor management system (EVMS) in order to ensure the safety and welfare of its students, staff, and guests. When any visitor, including parents and volunteers, wishes to enter any school building during school hours, he or she must present a valid state or government issued photo ID, such as a valid driver's license. Prior to entry being permitted, the EVMS will check visitors against known sexual offender databases. Once the visitor's ID is scanned, the EVMS will print a visitor's badge which must be worn throughout the duration of the visit. Visitors should return this badge at the end of their visit so that they may be checked out of the building in a timely fashion. Visitors who refuse to produce IDs or fail the check of sexual offender databases, may be asked to either wait in the school building lobby or to leave school premises.

Education Law § 2801

Penal Law §§ 140.10 and 240.35

1st Reading: 07-05-16

Community Relations

SUBJECT: USE OF SERVICE ANIMALS

The Port Jervis Board of Education—allows the use of service animals on school grounds by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the Superintendent of Schools or his/her designee.

~~For the purpose of this policy, a~~ service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, ~~will not be considered~~ are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Psychiatric service animals that have been trained to take a specific action to help avoid an anxiety attack or to reduce its effects, however, may qualify as a service animal.

Where reasonable, the Board of Education also allows the use of miniature horses on school grounds by individuals with disabilities. ~~Such~~ This use will only be permitted where a miniature horse has been individually trained to do work or perform tasks to benefit an individual with a disability. The use of miniature horses by individuals with disabilities ~~will be~~ is subject to the considerations and restrictions permitted by federal and/or state law.

The Superintendent of Schools or his/her designee may create procedures, regulations, and/or building-specific rules regarding the use of service animals and miniature horses on school grounds by individuals with disabilities.

28 CFR §§ 35.104, 35.136, 35.139

1st Reading: 07/05/16

Non-Instructional/Business
Operations**SUBJECT: FIXED ASSET INVENTORIES AND, ACCOUNTING OF FIXED ASSETS, AND TRACKING**

The Superintendent or his/her designee ~~shall be responsible for maintaining~~ will maintain a continuous and accurate inventory of ~~equipment~~ fixed assets owned by the Port Jervis City School District in accordance with ~~"The Uniform System of Accounts for School Districts."~~ applicable rules, standards, procedures, and best practices. Fixed assets are, generally, long-term, tangible resources intended to be continuously held or used, and may include land, buildings, improvements, machinery, and equipment.

All ~~supplies and equipment~~ fixed assets purchased and received by the School District ~~shall~~ will be checked, logged, and stored through an established procedure.

The School Business Official ~~shall be responsible~~ will account for accounting for general fixed assets on an annual basis according to ~~the procedures outlined by the Uniform System of Accounts for School Districts and GASB Statement 34 Regulations.~~ applicable rules, standards, procedures, and best practices. These accounts will serve to:

- a) Maintain a ~~physical~~ physical inventory of assets;
- b) Establish accountability;
- c) Determine replacement costs; and
- d) Determine and pProvide appropriate insurance coverage.

~~Fixed assets with a minimum value established by the Board that have a useful life of one (1) year or more and physical characteristics not appreciably affected by use or consumption shall be inventoried and recorded on an annual basis. Fixed assets shall include land, buildings, equipment and materials.~~

The Board ~~shall~~ will establish a dollar threshold as a basis for considering which fixed assets are to be depreciated. ~~Such~~ This threshold ~~shall~~ will ensure that at least ~~eighty percent (80%)~~ eighty percent (80%) of the value of ~~all these~~ these assets is reported. ~~However, it is recommended that such~~ The threshold ~~shall~~ will not be greater than ~~five thousand dollars (\$5,000).~~ A standardized depreciation method. Standard methods and averaging conventions will be used in assessing, capitalizing, and depreciating fixed assets. ~~shall also be established for depreciation calculations.~~

~~Fixed assets acquired having a value equal to or greater than the established threshold are considered depreciable assets and shall be inventoried for the purposes of GASB 34 accounting practices and placed on a depreciation schedule according to its asset class and estimated useful life as stipulated by the New York State Comptroller's Office or the Internal Revenue Service (IRS).~~

~~Fixed a~~ Assets shall will be recorded at initial cost or, if not available, at estimated initial cost; gifts of fixed assets ~~shall~~ will be recorded at estimated fair value at the time of the gift. A property record will be maintained for each fixed asset and will contain, where possible, the following information:

(Continued)

SUBJECT: FIXED ASSET INVENTORIES AND, ACCOUNTING OF FIXED ASSETS, AND TRACKING (Cont'd.)

- a) Date of acquisition;
- b) Description;
- c) Serial or other identification number;
- d) Any funding source and percentage contributed by the source;
- e) Vendor;
- ef) Cost or value;
- dg) Location and use;
- eh) Asset type;
- fi) Condition if not new and estimated useful life;
- gj) Replacement cost;
- hk) Current value;
- il) Salvage value;
- jm) Sale price and dDate and method of disposition; and
- kn) Responsible official.

~~The School Business Official shall arrange for the annual inventory and appraisal of School District property, equipment and materials. All fixed assets will be labeled. Any discrepancies between an inventory and the District's property records on file should be traced, and explained, and documented.~~

Equipment Management of Assets Acquired Under a Federal Government Grant or Subgrant

Inventories will be maintained for assets acquired with funds obtained through federal grant programs. A separate inventory will be maintained for each program. Each inventory will record assets in the same manner as the District's fixed asset inventory. Assets will be labeled to specify the source of funds used to purchase the item. All Title I assets will include "Title I" on the label. These inventories will track assets for at least five years from the date of receipt.

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SUBJECT: FIXED ASSET INVENTORIES, ACCOUNTING, AND TRACKING (Cont'd.)

When original or replacement assets acquired under a federal grant or subgrant are no longer needed for the original project or for other activities currently or previously supported by a federal agency, the District will dispose of the assets as follows:

- a) Assets with a current per-unit fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency.
- b) Assets with a current per-unit fair market value of greater than \$5,000 may be retained or sold and the awarding agency will have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the assets.
- c) No federal approval is necessary to dispose of an asset costing over \$5,000 but approval from the New York State Education Department (SED) is necessary. Once SED has determined that it has no other need for the use of the asset, the District may proceed with selling it.

The School District ~~shall~~will comply with the U.S. Department of Education regulations governing the use, management ~~requirements~~, and disposition of ~~any and all~~ equipment acquired through a federal government grant. ~~These federal Education Department General Administrative Regulations (collectively known or referred to as EDGAR) comprise parts 74 through 99 of Title 34 of the Code of Federal Regulations (CFR).~~

Equipment Purchased with Extraclassroom Funds

Title to all equipment acquired with extraclassroom activity funds ~~shall~~will reside with the District and be carried as an insurable asset on its list of insurable values. ~~Such~~This equipment ~~shall~~will be tagged as District property but is available for exclusive use by the extraclassroom activity club acquiring the item, fixed asset or equipment it.

34 CFR ~~80.32~~Parts 74-99, 200

SED Finance Pamphlet-#2, The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds,
~~2008~~2015

Uniform System of Accounts for School Districts (Fiscal Section)

Personnel

**SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT
PERSONNEL****General Provisions**

Officers and employees of the Port Jervis City School District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board of Education recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This policy establishes those standards.

The provisions of this policy are intended to supplement Article 18 of General Municipal Law Sections and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members, and employees of the Port Jervis City School District.

Gifts

No person may directly or indirectly solicit, accept, or receive any gift having a value of \$75 or more under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of his/her official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form.

Confidential Information

No person may disclose confidential information acquired by him/her in the course of his/her official duties or use this information to further his or her personal interests.

Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when he/she, individually, or as a member of the Board, has the power or duty to: negotiate, prepare, authorize, or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer, or his/her deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or for investment of funds of the District.

(Continued)

Personnel

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

"Interest," as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of: his/her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he/she is a member or employee; a corporation of which he/she is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by him/her.

The provisions of the preceding three paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District. Likewise, no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

Disclosure of Interest in Contracts and Resolutions

Any District officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest, and must be filed with the person's immediate supervisor and the Board of Education. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

Investments in Conflict with Official Duties

No person may invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his/her official duties, or that would otherwise impair his/her independence of judgment in the exercise or performance of his/her official powers or duties.

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Personnel

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)Private Employment

No person may engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when that employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

Future Employment

No person may, after the termination of service or employment with the District, appear before the District in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his or her active consideration.

Notice of Code of Ethics and General Municipal Law Sections 800-809

The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions, or the ability of the District or other relevant authorities to enforce them.

Education Law § 410
General Municipal Law Article 18 and §§ 800-809

1st Reading: 07/05/16

Students

SUBJECT: IMMUNIZATION OF STUDENTS

Every child entering or attending a Port Jervis City District school must present proof of immunization (immunization certificate signed by a health care provider, immunization registry report or other acceptable document) or proof of immunity by serology (blood test) if applicable ~~in accordance with Public Health Law Section 2164 and the New York State Department of Health Regulations~~ unless:

- a) A New York State licensed physician certifies that such immunization is detrimental to the child's health. The requirement for that immunization is waived until such immunization is no longer detrimental to the child's health; or
- b) The student's parent, ~~parents,~~ or persons in parental relation hold genuine and sincere religious beliefs which are contrary to the requirement. In such cases, the Building Principal will make a case-by-case determination as to whether to grant a parent/guardian is entitled to invoke this religious exemption from required immunizations after receiving a written and signed statement from the parent(s) or persons in parental relation to the such child. ~~New York State Law does not recognize exemptions based on their a parent(s) or guardian(s) personal or philosophical beliefs.~~

Except for the above two exemptions, the District ~~may will~~ not permit allow a any student to attend school without evidence of partial or complete immunization records, to include documentation of at least one vaccine in each of the required vaccination series. Once this requirements is met, the student may attend school. However, the District ~~may not permit a student lacking evidence of student other required immunizations to remain in school for more than fourteen (14) days, or more than thirty (30) days for an out-of-state or out-of-country transferee who can show a good faith effort to get the necessary certification or other evidence of immunization.~~

For homeless children, the enrolling school must immediately refer the parent or guardian of the student to the District's homeless liaison, who must assist them in obtaining the necessary immunizations, or immunization or medical records.

The administration will notify the local health authority of the name and address of excluded students and provide the parent/person in parental relation a statement of his/her duty regarding immunization as well as a consent form prescribed by the Commissioner of Health. The school shall cooperate with the local health authorities to provide a time and place for the immunization of these students.

~~Parents, guardians or other persons in parental relation may appeal to the Commissioner of Education if their child is denied school entrance or attendance for failing to meet health immunization standards.~~

The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

For current information regarding immunization requirements, refer to the New York Statewide School Health Services Center website or the regional New York State Department of Health office.

All schools will post educational information on influenza and the benefits of influenza immunization. The information must be in plain view and available to parents.

Education Law Sections §§310 and 914
Public Health Law Section §§2164 and 2168
8 NYCRR Part 136/10 NYCRR Subpart 66-1

NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

1st Reading: 07/05/16

Students

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1 and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the New York State Department of Education, under the age of twenty one who is entitled to attend public schools and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if his/her educational needs are due primarily:

- to unfamiliarity with the English language;
- environmental, cultural or economic factors; or
- lack of appropriate instruction in reading or mathematics.

If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Port Jervis Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.
- b) Education in regular classes with or without related support services, supplemental instruction in resource room programs education in a resource room, integrated co-teaching, education for part of the day in a special class to the extent indicated in the student's individualized education plan, full-time education in a special class, home and hospital instruction, and education in a residential setting, and twelve-month special service and/or program based on eligibility.
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.
- d) Taking the following measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education programs and services:
 1. Utilize established procedures for publication of all potential job openings;
 2. Check credentials and requirements listed on applications;

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Students

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

3. Participate in the county teacher's recruitment fair and maintain subscription to the OLAS on-line education recruitment website and aim to hire only certified and highly qualified special education teachers.
 4. Provide each first year special education teacher with a mentor and ongoing mentor program support and training.
 5. Provide a variety of in-service training designed to expand special education teacher's scope of knowledge in teaching students with disabilities.
- e) Establishing the following guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments:
1. Properly identify students who are eligible for the New York State Alternate Assessment ~~an alternate assessment to the mandated state assessments.~~
 2. Determine the appropriate test accommodations for each student taking state level assessments and provide the accommodations consistently across buildings and grade levels.
 3. — etc.
- f) ~~To the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs by:~~ A student suspected of having a disability shall be referred in writing to the chairperson of the district's committee on special education or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services. The school district must initiate a referral and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs if a student has not made adequate progress after an appropriate period of time when provided adequate instruction.
1. ~~The Phelps Kg screening test was developed by the publisher using universal design principles. It is administered universally to all entering kindergarten students.~~
 2. ~~The Assured Readiness for Learning Test is administered in kindergarten and grade 1 and was developed by the publisher using universal design principles. It is administered universally to all eligible students in these grades.~~

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Students

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

3. ~~The Terra Nova test is administered in grades 1-2 and was developed by the publisher using universal design principles. It is administered universally to all eligible students in these grades.~~
- g) ~~Consideration of the location of a school program(s) to a student's residence, before placement into an educational program. (This isn't legal. Students' needs are required to drive the program recommendation).~~
 - h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.
 - i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
 - j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The **district of location** is responsible for child find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the public school district.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, Special Act School Districts, State-supported or State-operated schools or to Charter schools.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence. Because federal regulations require parental consent before any personally identifiable information about the student relating to special education is shared between officials in the public school district of location and officials in the public school district of residence, parent consent to share special education information between the two public school districts is required before billing a district of residence for the cost of special education services provided to the student by the district of location.

Parental consent must be obtained by the school district of location before any personally identifiable information about the student is shared between officials in the public school district of residence and officials in the public school district of location.

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Students

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

The school district of location must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary schools located within the boundaries of the school district. The school district must engage in consultation regarding the child find process and services generally; consultation is not specific to individual students. Individual services are determined by the CSE.

The consultation process must be timely and meaningful and include discussion of:

- 1) Child Find;
- 2) Provision of Special Education Services; and
- 3) Use of Federal Funds.

The school district of location must provide, as appropriate, special education services to an eligible student who legally resides in another state and who is parentally placed in a nonpublic school located in New York State. The services to be provided to out-of-state students must be documented on a services plan that is developed by the CSE of the district of location. The services plan is the written plan that describes the specific special education and related service that the district of location will provide to the student consistent with the services that the school district of location has determined through the consultation process and in relation to the proportionate shares of federal IDEA Part B dollars, to be provided to the student.

Tuition Reimbursement Claims for Disabled Nonpublic School Students

The parent must comply with the IDEA's pre-hearing notice requirement for tuition reimbursement claims. Specifically, the IDEA directs that at least ten (10) business days before submitting a request for an impartial due process hearing for tuition reimbursement, the parent must give the district written notice of intent to enroll the child in private school at public expense. The purpose of this requirement is to give the public school district's CSE the opportunity to meet and develop a new IEP for the student that addresses the parent's concerns. *A parent who does not provide such written notice within ten (10) days may have his request for reimbursement reduced or denied. In most cases, a parent's failure to satisfy these notice requirements is a complete bar to recovery.*

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
20 United States Code (USC) Section 9101(23)
21 United States Code (USC) Section 812(c)
34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b),
200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

1st Reading: 07/05/16

Instruction

SUBJECT: PREVENTION INSTRUCTION**Acquired Immune Deficiency Syndrome (AIDS) Instruction in Health Education**

The Port Jervis Board of Education ~~shall~~ will provide a health education program that will include appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS). Accurate information concerning the nature of the disease, methods of transmission, and means of prevention ~~shall~~ will be provided in an age-appropriate manner and ~~shall~~ will be consistent with community values and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

A representative community advisory group consisting of appropriate school personnel, School Board members, parents, religious representatives, and other community members ~~shall~~ will be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. Appropriate training will be provided for instructional staff.

No student ~~shall~~ will be required to receive instruction concerning the methods of AIDS prevention of AIDS if ~~the~~ his/her parent or legal guardian has filed with the Pprincipal a written request that the student not participate in ~~such~~ this instruction, with an assurance that the student will receive this instruction at home.

AIDS instruction in the elementary grades ~~shall~~ will be taught by the regular classroom teachers, while ~~such~~ this instruction in the middle and high school grades ~~shall~~ will be a part of the required health education curriculum.

***Hands-Only Cardio Pulmonary Resuscitation and Automated External Defibrillator Instruction**

~~Instructions regarding cardiopulmonary resuscitation may be offered for voluntary admission as a part of the health education curriculum in all senior high schools.~~

~~Commencing with the 2006-2007 school year, in addition to the requirement that all teachers of health education shall be certified to teach health, persons instructing pupils in the correct use of automated external defibrillators shall possess valid certification by a nationally recognized organization (e.g., American Heart Association, American Red Cross) or the state emergency medical services council offering certification in the operation of an automated external defibrillator (AED) and in its instruction.~~

~~School authorities that choose to offer such course of instruction shall provide the needed facilities, time and place for the instruction and shall provide learning aids and curriculum resource materials to support the course of study. High school students will be provided instruction in hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator. Standards for ~~such~~ this instruction will be based on a nationally recognized instructional program that utilizes the most current guidelines for cardiopulmonary resuscitation and emergency cardiovascular care issued by the American Heart Association or a substantially equivalent organization and be that are consistent with the requirements of the programs adopted by the American Heart Association or the American Red Cross, and that will incorporate instruction designed to:~~

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Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

- a) Recognize the signs of a possible cardiac arrest and to call 911;
- b) Provide an opportunity to demonstrate the psychomotor skills necessary to perform hands-only compression cardiopulmonary resuscitation; and
- c) Provide awareness in the use of an automated external defibrillator.

The Committee on Special Education or a Multidisciplinary Team, in accordance with pursuant to Section 504 of the Rehabilitation Act, may determine, on an individual student basis, if a student with a disability should be excused from the requirement for instruction in hands-only CPR and the use of AEDs.

Substance Abuse - Prevention Instruction

The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and/or drug abuse. An educationally sequential health prevention program, utilizing as appropriate community, staff and student input, will be developed to inform students of:

- a) Causes for substance abuse;
- b) Physical and psychological damage associated with substance abuse;
- c) Avoidance of alcohol, tobacco and drugs;
- d) ~~Appropriate versus inappropriate use of drugs, including steroids; and~~
- e) Dangers of driving while under the influence of alcohol or drugs.

Environmental Conservation Instruction

The Board of Education supports and encourages the development of a District-wide, articulated curriculum of environmental conservation integrated into other program disciplines.

Fire and Arson Prevention/Injury Prevention/Life Safety Education

The Board of Education directs the administration to provide instruction in fire and arson prevention, injury prevention and life safety education relating to protection against injury or death and property loss or damage as a result of criminally initiated or other preventable fire.

ThisSuch instruction shallwill include materials to educate children on the dangers of falsely reporting a criminal incident, an impending explosion or fire emergency involving danger to life or property, an impending catastrophe, or a life safety emergency.

The Board of Education directs the administration to provide ~~sueh~~this instruction for all students for a period of not less than ~~forty-five~~ (45) minutes in each month that school is in session.

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**Student Safety**

Instruction in courses in technology education, science, home and career skills, health and safety, physical education, and art shall will include and emphasize safety and accident prevention.

Safety instruction shall will precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall will teach and enforce all safety procedures relating to the particular courses. These shall-procedures will include the wearing of protective eye devices ~~in~~ during appropriate activities.

Emergency Planning

The ~~School~~ District shall will maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students shall will be provided instruction to respond effectively in emergency situations.

Instruction on Prevention of Child Abduction

All students in grades K through 8 in District schools shall will receive instruction designed to prevent the abduction of children. ~~Sueh~~ This instruction shall will be provided by or under the direct supervision of regular classroom teachers and the Board of Education shall will provide appropriate training and curriculum materials for the regular classroom teachers who provide ~~sueh~~ this instruction. However, at the Board's discretion, ~~sueh~~ this instruction may be provided by any other public or private agency.

The Commissioner of Education will provide technical assistance to assist in ~~the development of~~ developing curricula for ~~sueh~~ these courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness skills, information, self-confidence, and support to aid in the prevention of child abduction.

For purposes of developing ~~sueh~~ these courses of study, the Board of Education may establish local advisory councils or utilize the school-based shared decision making and planning committee established ~~pursuant to the Regulations of the Commissioner~~ under the Commissioner's regulations to make recommendations concerning the content and implementation of ~~sueh~~ these courses. Alternatively, the District may utilize courses of instruction developed by consortia of school districts, boards of cooperative educational services, other school districts, or any other public or private agency. ~~Sueh~~ The advisory council shall will consist of, but not be limited to, parents, school trustees and Board members, appropriate school personnel, business and community representatives, and law enforcement personnel having experience in the prevention of child abduction.

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**Instruction on Child Development and Parenting Skills**

Instruction regarding child development and parenting skills may be offered by the District. The curriculum shall include instruction on the consequences and prevention of shaken baby syndrome, which may include the viewing of a video presentation for students in secondary schools.

AIDS Instruction:

8 NYCRR Sections §§ 135.3(b)(2) and 135.3(c)(2)

Cardiopulmonary Resuscitation and Automated External Defibrillators:

Education Law Section § 804-d, 8 NYCRR § 100.2(c)(11)

Civil Preparedness:

New York State Office of Disaster Preparedness

Fire and Arson/Injury Prevention/Life Safety:

Education Law Section § 808

8 NYCRR Section § 100.2(c)(5)

Prevention of Child Abduction:

Education Law Section § 803-a

Student Safety:

Education Law Section § 808

8 NYCRR Sections §§ 107 and 155

Substance Abuse:

Education Law Section § 804

8 NYCRR Section § 135.3(a)

Instruction on Child Development and Parenting Skills

Education Law Section § 804

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#5640 -- Smoking/Tobacco Use
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct

POLICY

2003

5740

Non-Instructional/Business
Operations

SUBJECT: USE OF BUSES BY COMMUNITY GROUPS

Upon formal application to and approval by the Board of Education buses may be rented to a municipal corporation; to any senior citizen center recognized and funded by the Office for the Aging; to any not-for-profit organization serving those with disabilities; or, to any not-for-profit organization which provides recreational youth services or neighborhood recreation centers. Such rentals can be made only for times when vehicles are not needed for student transport and must be made for a consideration acceptable to the Board.

Education Law Section 1501-b

Adopted: 3/18/03

Reviewed by Committee 9/15/10