

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT
252 Chestnut Street
West Hempstead, NY 11552

BOARD OF EDUCATION AGENDA
Policy Meeting
December 4, 2012

High School Video Conference Room – 7:30 p.m.

A. Convene

B. Pledge of Allegiance

C. Policy Matters

- 2-90 **Existing Policy – 8370** – Building Inspection
- 2-91 **Existing Policy - 9280** – School Board Member Ethics
- 2-151 **Existing Policy – 4100** – School District Employee and Office Code of Ethics
- 2-152 **Existing Policy – 5136** - Criteria for Placement in Academic Programs
- 2-153 **Existing Policy – 5151A** – Concussion Management
- 2-154 **Existing Policy – 5157** – Sending Students Off School Premises
- 2-155 **Existing Policy – 5162** – Free School Lunches for Qualified Students
- 2-156 **Existing Policy – 6138** - Guide to the Treatment of Religious Holidays in Schools
- 2-157 **Existing Policy – 6154** – Summer School
- 2-158 **Existing Policy – 6162** – Release of Class Lists
- 2-159 **Existing Policy – 6300** – Adult Continuing Education
- 2-160 **Existing Policy – 6360** – Participation by Staff Members in Certain Adult Program Courses
- 2-161 **Existing Policy – 9200** – Duties of the Board of Education

2-162 **Existing Policy – 9260** – Duties of the Attorney for the School Board

2-163 **Existing Policy – 9270** – Duties of the Auditor

2-164 **Existing Policy – 9330** – Adoption of Administrative Regulations

2-165 **Existing Policy – 9350** – Quorum and Voting

2-166 **Existing Policy – 9520** – Polling Places

D. **Consideration of policy items for future meetings** –

E. **Adjournment**

Building Inspection

All buildings, grounds, and equipment will be inspected annually during January to observe and evaluate health and safety conditions and to determine if provision has been made for adequate and proper maintenance and repair.

The inspection shall be made by the Superintendent, Board of Education and/or staff as required by law and as designated by the Board of Education.

A building inspection report will be submitted to the Board of Education for use in its personal building inspection and will contain the following:

1. All recommendations of the Building and Grounds Committee appointed by the President of the Board of Education that were included in their September report.
2. All new and replacement furniture and equipment that are required in excess of \$1,000 per item.
3. Any items requiring repair, alteration, or renovation in excess of \$1,000 per item except those maintenance items that have already been approved as part of an ongoing, continuous program.
4. All other items regardless of their cost as deemed appropriate by the Superintendent of Schools.

Adopted 2/1/66

Amended 1/15/74, 10/21/75, 2/15/94

BUILDINGS AND GROUNDS MAINTENANCE AND INSPECTION

To accommodate the district's educational program, the Board of Education is committed to providing suitable and adequate facilities. To this end, proper maintenance and inspection procedures are essential. The Board directs the Superintendent of Schools to ensure that proper maintenance and inspection procedures are developed for every school building.

Consistent with federal and state law and regulations, the following items will be included in the district's buildings and grounds maintenance and inspection procedures:

Comprehensive Maintenance Plan

A comprehensive maintenance plan for all major building systems will be instituted to ensure the building is maintained in a state of good repair. Such plan will include provisions for a least toxic approach to integrated pest management and establish maintenance procedures and guidelines which will contribute to acceptable indoor air quality. The plan shall be available for public inspection.

Procedures will also be established to ensure the safety of building occupants during maintenance activities including standards for exiting and ventilation, asbestos and lead protocols, noise abatement and control of chemical fumes, gases and other contaminants.

Building Condition Surveys

Each occupied district building will be assessed every five years by a building condition survey. This survey will be conducted by a team that includes at least one licensed architect or engineer and will include a list of all program spaces and inspection of building system components for evidence of movement, deterioration, structural failure, probable useful life, need for repair and maintenance and need for replacement. Building condition survey reports will be submitted to the Commissioner by January 15, 2001 and January 15th of every fifth year thereafter.

Annual Visual Inspections

A visual inspection of building system components in each occupied district building will take place annually except for years in which a Building Condition Survey is performed. The inspection will be conducted by a team including a local code enforcement official, the Facilities Director or his/her designee and a member of the Health and Safety Committee. The inspection will

be completed by November 15th of each year and will be made available to the public.

A corrective action plan will be developed by a licensed architect or engineer if a deficiency exists in the building.

Fire Safety Inspections

An annual inspection for fire and safety hazards will be conducted in accordance with a schedule established by the Commissioner of Education. The inspection will be conducted by a qualified fire inspector and the report will be kept in the district office. Any violation of the State Uniform Fire Prevention and Building Code shall be corrected immediately or within a time frame approved by the Commissioner.

Safety Rating System

A safety rating keyed to the structural integrity and overall safety of each occupied school building will be provided on an annual basis in consultation with the Health and Safety Committee. Safety ratings will be based on the safety rating system developed by the Commissioner and will comply with all statutory and regulatory requirements.

Building Principals shall, on an on-going basis, undertake their own inspections of school buildings and grounds, searching for any dangerous or hazardous conditions and take immediate steps to remedy the problem.

Cross-Ref.: 6200, Annual Budget
7100, Facilities Planning
7365, Construction Safety
8110, School Building Safety
8112, Health and Safety Committee
8115, Pesticides and Pest Management

Ref.: 29 CFR 1910 et seq (OSHA Hazard Communication)
40 CFR Part 763 (Asbestos Hazard Emergency Response Act)
Education Law 409-d (Comprehensive Public School Safety Program);
409-e (Uniform Code of Public School Buildings Inspections, Safety Rating and Monitoring); 807-a (Fire Inspections)
Labor Law 875-883(toxic substances)
Public Health Law 4800-4808 (Right to Know, toxic substances)
Environmental Conservation Law 33-0725 (Pesticides)
6 NYCRR Part 325 (Pesticides)

NYSSBA Sample Policy 8220

8 NYCRR 155.1(Educational Facilities); 155.4 (Uniform Code of Public School Buildings Inspection, Safety Rating and Monitoring); 155.8 (Fire and Building Safety Inspections)

9 NYCRR Parts 600-1250 (Uniform Fire Prevention & Building Code)

12 NYCRR Part 56 (Industrial Code Rule concerning asbestos)

Appeal of Anibaldi, 33 Educ. Dep't Rep. 166 (1993) (district required to monitor student's physical symptoms when air quality caused health problems)

Guidelines for the Evaluation and Control of Lead-Based point Hazards in Housing, U.S. Department of Housing and Urban Development, Washington D.C., June 1995)

IPM Workbook for New York State Schools, Cornell Cooperative Extension Community IPM Program with support from New York State Dept. of Environmental Conservation, August 1998

Adoption date:

School Board Member Ethics (CHANGE NAME TO SCHOOL BOARD MEMBER
AND DISTRICT EMPLOYEE ETHICS OR SIMPLY ETHICS.

As provided by law, the Board of Education recognizes that there are rules of ethical conduct for public officers and employees that must be observed if a high degree of moral conduct is to be obtained and if public confidence is to be maintained in our unit of local government. It is the purpose of this policy to promulgate these rules of ethical conduct for the officers and employees of the West Hempstead Union Free School District. These rules shall serve as a guide for the official conduct of the officers and employees of the West Hempstead Union Free School District. The rules of ethical conduct of this policy shall not conflict with, but shall be in addition to any prohibition of Article Eighteen of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of municipal officers and employees.

Definitions

1. "Municipal Officer or Employee" means an officer or employee of the West Hempstead Union Free School District, whether paid or unpaid, including members of any administrative board, commission or other agency thereof.
2. "Interest" means a pecuniary or material benefit accruing to a municipal officer or employee.

Standards of Conduct

Every officer or employee of the West Hempstead Union Free School District shall be subject to and abide by the following standards of conduct:

1. **Gifts** - He/she shall not directly or indirectly, solicit any personal gift, or, accept or receive any gift on his/her own behalf having a value of \$75 (seventy-five dollars) or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any form, **or a gift of any value whatsoever** under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her in the performance of his/her official duties or was intended as a reward for any official action on his/her part.
2. **Confidential Information** - He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interests.

3. **Representation Before One's Own Agency** - He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he/she has the power to appoint any member, officer, or employee.
4. **Representation Before Any Agency for a Contingent Fee** - He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality, whereby his/her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. **Disclosure of Interest in Resolutions Submitted for Consideration of Board** - To the extent that he/she knows thereof, a member of the Board and any officer or employee of the West Hempstead Union Free School District, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any resolution before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in the adoption of such resolution.
6. **Investments in conflict with Official Duties** - He/she shall not invest or hold any investment directly or indirectly in any financial business, commercial or other private transaction, which creates a conflict with his/her official duties.
7. **Private Employment** - He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interest when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.
8. **Separation from Service** - He/she shall not, after the termination of service or employment with such municipality, appear before any board or agency of the West Hempstead Union Free School 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/her active consideration except as may be required by the Board or agency in completing or deciding such cases, proceedings or applications not completed during term of service.

9. Disclosure of Interest in Contracts – Any District officer or employee, as well as his/her spouse, who 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 shall publicly disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board of Education as soon as he/she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the Board minutes.

Nothing herein shall be deemed to bar or prevent the timely filing by a present or former municipal officer or employee of any claim, account demand or suit against the West Hempstead Union Free School District, or any agency thereof on behalf of himself/herself or any member of his/her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

The Superintendent, as Chief Executive Officer of the West Hempstead Union Free School District, shall cause a copy of this Code of Ethics to be distributed to every officer and employee of the school district within thirty (30) days after the effective date of this resolution. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his/her officer of employment. In addition, a copy of the General Municipal Law regarding conflicts of interest (Section 800-809) shall be posted in a conspicuous place to officers and employees. (GML Section 807) Failure to distribute any such copy or failure of any officer or employee to receive such copy shall have no effect on the duty of compliance with such code, nor the enforcement of provisions thereof.

Penalties - In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Code of Ethics and Responsibilities for School Board Members - A School Board Member, operating under the highest ethical standards, should:

1. observe and enforce state laws and regulations pertaining to education;
2. accept office as board member as a means of unselfish service;
3. transact school business only in duly convened sessions of the Board;
4. represent the entire community without fear or favor;

5. remember at all times that he/she is one of the team;
6. abide by all board decisions once they are made and assist in carrying them out effectively;
7. delegate action when appropriate to the chief school administrator as the board executive;
8. employ only competent, trained personnel and these only on the recommendation of the chief school administrator with the exception of the officers of the district;
9. preserve the right and obligation of teachers to teach controversial issues fairly and without bias;
10. assure the opportunity for high quality education for every student;
11. maintain confidentiality of privileged information; and
12. instill respect for our country and fellowman.

Rules of Official Conduct of Individual Members

1. Attend all Board meetings unless prevented by illness or other unavoidable contingencies.
2. Refer all citizens of the district with complaints or suggestions to the appropriate administrative official and, when appropriate, coincidentally notify the Superintendent of Schools, prior to bringing the matter before the entire Board at a duly convened session.
3. Make all requests for reports through the Superintendent of Schools.
4. Whenever possible submit all new matters to the Board Secretary for distribution to the members of the Board and to the administrators involved, in sufficient time for placing such matter on the agenda of a meeting.

Board Member Conflict of Interest

The members of the Board of Education shall avoid acting in circumstances where their personal interest conflicts with that of the public whose interest they have been elected to represent. The actions of the Board shall be governed by the

applicable provisions of the General Municipal Law, any other applicable law and the code of ethics established pursuant to Board Policy.

Teachers shall be appointed by the Board of Education only on the recommendation of the Superintendent of Schools. No person who is related by blood or by marriage to any member of the Board at the time of initial appointment shall be appointed to teach in the district, except upon nomination of the Superintendent and the affirmative votes of two-thirds of the members of the Board.

Board Member Removal from Office

A member of the Board of Education may be removed from office for willful violation or neglect of duty, or for willfully disobeying any decision, order or regulation of the Commissioner of Education. Notice of the charge and an opportunity for defense shall be provided. Official misconduct may be grounds for removal by the Board after a hearing.

A member of the Board who is duly notified and refuses or neglects to attend three (3) successive regular meetings of the Board, without sufficient cause, may by a majority vote of the Board be deemed to have vacated his/her office by reason of absence.

A member of the Board who no longer meets the qualifications to serve on the Board must withdraw from the Board at once. For example, a Board member who moves out of the district must withdraw from the Board on the day he/she moves since he/she no longer meets the residency requirement.

New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. “Educator” as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Adopted 7/5/60
Amended 2/28/95, 12/20/11

School District Employee and Officer Code of Ethics **SEE 9280**

Ethical Conduct for West Hempstead UFSD Public Officers and Employees

As provided by law, the Board of Education recognizes that there are rules of ethical conduct for public officers and all employees of the West Hempstead UFSD that must be observed if a high degree of moral conduct is to be obtained and if public confidence is to be maintained in our unit of local government. It is the purpose of this policy to promulgate these rules of ethical conduct. These rules shall serve as a guide for the official conduct of the officers and employees of the West Hempstead Union Free School District. The rules of ethical conduct of this policy shall not conflict with, but shall be in addition to any prohibition of Article Eighteen of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of municipal officers and employees.

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comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

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Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

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Criteria for Placement in Academic Programs

Academic standards and/or criteria and procedures for placement of students in various academic programs shall be established and periodically reviewed **by the Superintendent or his/her designee.**

Such standards and/or criteria and procedures will be published annually, and shall be mailed to all residents of the school district **by the Superintendent or his/her designee.**

Pupils will be evaluated for academic programs based on the District's established academic standards/criteria, and parents will be notified prior to the start of the school year. A parent and/or legal guardian may request the reason or reasons for placement of his/her student in a program. Such reasons will be furnished in writing by the Superintendent of Schools or his/her designee.

Concussion Management

The Board of Education of the West Hempstead Union Free School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary. Avoiding re-injury and overexertion until fully recovered are the cornerstones of proper concussion management.

While District staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school-sponsored class, extracurricular activity or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The Chief School Medical Officer will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the District expects the parent or guardian to report the condition to the Chief School Medical Officer so that the District can support the appropriate management of the condition.

The student shall not return to school or activity until authorized to do so by an appropriate health care professional. The school's Chief School Medical Officer will make the final decision on return to activity, including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

The Superintendent, in consultation with appropriate District staff, including the Chief School Medical Officer, will develop regulations and protocols to guide the return to activity.

Ref: New York State Athletic Association

Adopted 10/18/11

CONCUSSION MANAGEMENT POLICY

The Board of Education of the West Hempstead Union Free School District recognizes that mild traumatic brain injuries (commonly referred to as “concussions”) and head injuries are the most commonly reported injuries in children and adolescents who participate in sports and recreational activity. Therefore, the District adopts the following policy and guidelines to assist in the proper evaluation and management of head injuries, including concussions.

Any student demonstrating signs, symptoms or behaviors consistent with a concussion while participating in a school-sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and evaluated as soon as possible by an appropriate health care professional. In the event that there is any doubt as to whether the student has sustained a concussion, it shall be presumed that the student has been so injured until proven otherwise. The District should notify the student’s parents or guardians and recommend appropriate monitoring to parents or guardians. The student should not return to school until released by an appropriate health care professional. The student shall not return athletic activity until the student has been symptom-free for at least twenty-four (24) hours and has been evaluated by and received written and signed authorization from a licensed physician and, in the case of extra-class athletic activities, has received clearance from the District’s medical director to participate in such activity. The District’s medical director will make the final decision on return to activity, including physical education class and extra-class athletic activities. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider, as well as reevaluated by the District’s medical director.

Comment [acp1]: Regulations use the term “medical director” but revise as necessary

All school coaches (including teachers with coaching qualifications and experience, those with temporary coaching licenses or professional coaching certificates), physical education teachers, nurses and certified athletic trainers who work with and/or provide instruction to students engaged in school-sponsored activities must complete, on a biennial basis, a course of instruction relating to recognizing the symptoms of concussions and monitoring and seeking proper medical treatment for students who suffer concussions. The course of instruction will include, but not be limited to: the definition of a mild traumatic brain injury or “concussion”; signs and symptoms of concussions; how such injuries may occur; preventative practices; the guidelines for return to school and school activities after a student has suffered a concussion regardless of whether the injury occurred outside of school.

The District will include on its website information related to concussions, including the definition of a mild traumatic brain injury or “concussion”; signs and symptoms of concussions; how such injuries may occur; preventative practices; the guidelines for return to school and school activities after a student has suffered a concussion regardless of whether the injury occurred outside of school. Such information will also be included in any permission form or parental consent form which may be required for a student’s participation in interscholastic athletics.

Concussion Guidelines and Procedures

1. Education

Concussion education should be provided for all administrators, physical education teachers, coaches, school nurses, athletic trainers and guidance counselors. Education of parents should be accomplished through preseason meetings for sports and/ or information sheets provided to parents. Education should include, but not be limited to the definition of concussion, signs and symptoms of concussion, how concussions may occur, why concussions are not detected with CT Scans or MRI's, management of the injury and the protocol for return to school and return to activity or interscholastic athletics. The protocols will cover all students returning to school after suffering a concussion regardless if the accident occurred outside of school or while participating in a school activity.

Comment [acp2]: The concussion act and new regulations establish certain minimum standards that must be met, but nothing would prevent the District from making a determination that other staff members should also be educated on concussions.

Comment [acp3]: Administrators: not required by law or regulations

Comment [acp4]: Teachers: law and regulations require only P.E. teachers to receive concussion education.

Comment [acp5]: Guidance counselors: not required by law or regulations.

Comment [acp6]: Parent education not required by act or regulations – act & regulations require only that parental consent forms for athletic participation have information on concussion definition, symptoms, causes, and guidelines for return-to-school

Comment [acp7]: Not in the statute or regulations

2. Concussion Management Team

The District will assemble a Concussion Management Team (CMT). The CMT will consist of the school physician, Athletic Director and school nurse. The District's CMT should coordinate training for all administrators, physical education teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school district's policy and how these injuries will ultimately be managed by school officials.

Training should include: signs and symptoms of concussions, post concussion and second impact syndromes, return to play and school protocols, and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that no athlete will be allowed to return to play the day of injury and also that all athletes should obtain appropriate medical clearance prior to returning to play or school. The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.

*School district CMT's can utilize the NYSPHSAA website as well as www.KeepYourHeadInTheGame.org for information related to the signs and symptoms of concussions and the appropriate return to play protocols. A handout describing the Concussion Management teams is also available on the NYSPHSAA website. A Concussion Management Check List that has been approved and recommended by NYSPHSAA is available on this site.

Comment [acp8]: Establishment of Concussion Management Team is entirely discretionary under the statute and regulations. District can take this out if it does not want to have a CMT. If the District wishes to establish a CMT, it should determine who will be on the CMT and what duties each person on the CMT will have. SED's guidance document has a comprehensive breakdown of duties that each potential CMT member could undertake (see pp. 12-26).

Concussion Management Protocol

1. Neurocognitive Testing

Comment [acp9]: This is something that should be developed by the District in conjunction with and based on the advice of the school physicians, medical experts, medical director and other health personnel.

Neurocognitive testing is a specialized evaluation that is primarily concerned with learning in relationship to brain function. Neurocognitive testing consists of assessing verbal skills, visual abilities, processing speed, attention, executive functions, verbal and visual memory and reaction time. Neurocognitive testing is one of the initial steps in the assessment of concussion and in assessing cognitive strengths and weaknesses. In the majority of cases, neurocognitive testing is used to assist RTP (return to play) decisions and is not done until the athlete is symptom free. However, there may be persons (e.g., child and adolescent athletes) in whom testing is performed early on after the concussion while the athlete is still symptomatic to assist in determining the proper course of management. However, neurocognitive testing should not be the sole basis of management decisions for the concussed athlete. Although in most cases cognitive recovery largely overlaps with the time course of symptom recovery, it has been demonstrated that cognitive recovery may occasionally precede or more commonly follow clinical symptom resolution suggesting that the assessment of cognitive function should be an important component in any RTP protocol. Consequently, once cognitive functions have been assessed, appropriate rehabilitation methods to restore or compensate for any impaired functions can be implemented and informed decisions can be made and RTP protocols can be initiated.

NOTE: For the purpose of baseline comparisons, the District will coordinate neurocognitive testing for all grade 9-12 students registering for a contact sport.

Comment [acp10]: District is permitted to do neurocognitive testing, but it is not required to do so. SED's guidance notes that the District would need to obtain parental consent before doing so and that such testing should not take the place of medical evaluation. Additionally, there may be credential requirements for staff (see p. 6).

2. Return to Play

Return to play following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. These NYSPHAA current Returns to Play recommendations are based on the most recent international expert opinion.* No student athlete should return to play while symptomatic. Students are prohibited from returning to play the day the concussion is sustained. If there is any doubt as to whether a student has sustained a concussion, it should be treated as a concussion. Once the student athlete is symptom free at rest for 24 hours and has a signed release by the student's private treating physician, she/he may begin the return to play progression below (provided there are no other mitigating circumstances). NOTE: THIS IS ONLY A SAMPLE RETURN TO PLAY PROGRESSION – THIS MUST BE REVIEWED AND DEVELOPED BY THE DISTRICT IN CONSULTATION WITH MEDICAL PROFESSIONALS:

- Day 1: Light aerobic activity
- Day 2: Sport-specific activity

- Day 3: Non-contact training drills
- Day 4: Full contact practice
- Day 5: Return to play

Each step should take 24 hours so that an athlete would take approximately one week to proceed through the full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If any post concussion symptoms occur while in the stepwise program, then the student should drop back to the previous asymptomatic level and try to progress again after a further 24-hour period of rest has passed.

Comment [acp11]: This level of detail is not in the statute or regulations. THIS IS A SAMPLE RETURN TO PLAY PROGRESSION – THE DISTRICT SHOULD DEVELOP ITS OWN IN conjunction with advice from medical personnel. SED’s guidance document has identified as an example a slightly different return-to-play progression (see p. 11).

Adoption Date:

DRAFT

5280.1-E.1: CONCUSSION CHECKLIST FORM

Name: _____ Age: _____ Grade: _____

Sport: _____

Date of Injury: _____ Time of Injury: _____

On-site Evaluation

Description of Injury: _____

Has the athlete ever had a concussion?	Yes	No	
Was there a loss of consciousness?	Yes	No	Unclear
Does he/she remember the injury?	Yes	No	Unclear
Does he/she have confusion after the injury?	Yes	No	Unclear

Symptoms observed at time of injury:

Dizziness	Yes	No	Headache	Yes	No
ringing in Ears	Yes	No	Nausea/Vomiting	Yes	No
Drowsy/Sleepy	Yes	No	Fatigue/Low Energy	Yes	No
“Don’t Feel Right”	Yes	No	Feeling “Dazed”	Yes	No
Seizure	Yes	No	Poor Balance/Coord.	Yes	No
Memory Problems	Yes	No	Loss of Orientation	Yes	No
Blurred Vision	Yes	No	Sensitivity to Light	Yes	No
Vacant Stare/Glassy Eyes	Yes	No	Sensitivity to Noise	Yes	No

* Please circle yes or no for each symptom listed above.

Other Findings/Comments: _____

Final Action Taken: Parents Notified Sent to Hospital

Evaluator's Signature: _____ Date: _____

Title: _____

Address: _____

Phone No.: _____

Adoption Date:

5280.1-E.2: PHYSICIAN EVALUATION FORM

Date of First Evaluation: _____ Time of Evaluation: _____

Date of Second Evaluation: _____ Time of Evaluation: _____

SYMPTOMS OBSERVED

	First Doctor Visit		Second Doctor Visit	
Dizziness	Yes	No	Yes	No
Headache	Yes	No	Yes	No
Tinnitus	Yes	No	Yes	No
Nausea	Yes	No	Yes	No
Fatigue	Yes	No	Yes	No
Drowsy/Sleepy	Yes	No	Yes	No
Sensitivity to Light	Yes	No	Yes	No
Sensitivity to Noise	Yes	No	Yes	No
Anterograde Amnesia <i>(after impact)</i>	Yes	No	N/A	N/A
Retrograde Amnesia <i>(backwards in time from impact)</i>	Yes	No	N/A	N/A

* Please indicate yes or no in your respective columns. First Doctor use column 1 and second Doctor use column 2.

First Doctor Visit

Did the athlete sustain a concussion? (Yes or No) (one or the other must be circled)

** Post-dated releases will not be accepted. The athlete must be seen and released on the same day.

Please note that if there is a history of previous concussion, then referral for professional management by a specialist or concussion clinic should be strongly considered.

Additional Findings/Comments: _____

Recommendations/Limitations: _____

Signature: _____ Date: _____

Print/stamp name: _____ Phone number: _____

Second Doctor Visit

*** Athlete must be completely symptom free in order to begin the return to play progression. If athlete still has symptoms more than seven days after injury, referral to a concussion specialist/clinic should be strongly considered.

Please check one of the following:

- Athlete is asymptomatic and is ready to begin the return to play progression.
- Athlete is still symptomatic more than seven days after injury.

Signature: _____ Date: _____

Print/stamp name: _____ Phone number: _____

Adoption Date:

COUNSEL RECOMMENDS DELETING THIS POLICY

Sending Students Off School Premises

Students shall not be sent off school premises on errands.

Adopted 10/1/63
Reaffirmed 1/19/93

Free School Lunches for Qualified Students

As long as the school district provides food services, the Board of Education shall assume the responsibility of providing lunches for qualified students at no cost to them.

Every effort will be made to protect the identity of the students.

Adopted 2/4/69
Reaffirmed 2/23/93
Amended 10/16/12

Free and Reduced Price Food Services

The Board of Education recognizes that the nutrition of District students is an important factor in their educational progress. The Board therefore shall participate in federally funded school lunch programs, and shall provide free or reduced price food services to qualified District students.

The District will provide this program through the summer months. The location of this summer program will be advertised *[insert locations here such as school website, local social service offices, on information regarding summer programs, in student hand books, etc.]*

Availability, Application & Notification:

Notice of the availability of the free and reduced price meal programs will be sent to the homes of students, local media, the local unemployment office and large employers experiencing layoffs in the area from which the District draws its attendance. Any child who is a member of a family unit whose income is below the federally established scale shall be eligible to receive such services.

To apply for the free or reduced meal program:

- a. Application forms will be available in the main office of each school building *[optional language: and on the district web site]* and can be completed and submitted at any time during the year.
- b. Completed forms must be submitted to the *[insert title here, generally the Building Principal]* of the school which the student attends prior to any determination of eligibility.
- c. The parent or guardian will be informed of the *[insert title here, generally the Building Principal]* determination within one week of receiving a properly completed application.

Applications will be kept confidential.

Upon written request, the *[insert title here]* will hear appeals of determinations regarding such services in compliance with federal regulations governing the National School Lunch Program.

In addition, in order to reach students who are eligible for free and reduced price meals and to comply with state law, three times per school year (*insert appropriate title, such as business official or food service coordinator*) will review the list made available by the State Education Department of children ages three to 18 who are in households receiving federal food assistance

or Temporary Assistance for Needy Families (TANF) to identify students within the District. The District will send a notice to those families apprising them of their student's eligibility to participate in the school meal programs without further application. Parents may decline participation by informing the District in writing. If the service is declined, the student will be removed from the eligibility list.

The Building Principal in conjunction with [*insert title for the person in charge of food service*] will establish meal time procedures that both protect the anonymity of the student and allow for proper accounting.

Cross-ref: 8500, Food Service Management

Ref: National School Lunch Act of 1946, as amended, (42 U.S.C. §§1751-1760)
Child Nutrition Act of 1966, as amended, (42 USC §§1771 et seq.)
7 CFR Part 245 (245.2, Definitions; 245.5, public announcement; 245.6, categorical eligibility and direct certification/verification.)
Social Services Law §95(7)

Adoption date:

COUNSEL RECOMMENDS DELETING THIS POLICYGuide to the Treatment of Religious Holidays in Schools

The Board of Education recognizes the importance of the American doctrine of the separation of church and state as it relates to the public schools and will operate the District's schools and programs in conformance with the Constitution and laws of the United States.

This policy is based on respect for individual religious beliefs expressed in the constitutional guarantee of religious liberty. This means that public schools may neither promote nor inhibit religious belief or non-belief.

A study of religious holidays may be included in elementary and secondary curricula as opportunities for teaching about religions. Such study serves the academic goals of educating students about history and cultures, as well as the traditions of a particular religion within a pluralistic society.

The Board believes it is important that all children have an opportunity to learn about and understand some of the customs related to the religious observances of others and to see that their school values an element of their own culture. Moreover, no child should feel that his/her traditions are neglected, and schools should be sure to plan activities associated with the customs of minority religions. The selection of symbols for decorations, music and other activities should reflect secular aspects of the religious holidays and follow the traditions of the school district. Great care and sensitivity should be used to avoid misunderstanding among religious groups as programs are developed.

Summer School

The Superintendent of Schools is authorized to establish a summer program for the district. The emphasis of this program shall be enrichment of the normal academic program and such remedial and skills courses as deemed advisable by the administration.

Adopted 6/5/62
Amended 12/16/75, 10/19/93

COUNSEL RECOMMENDS DELETING THIS POLICYRelease of Class Lists

The Superintendent of Schools or his designee shall have the authority to furnish the names of pupils, in accordance with state and federal laws, when the use of such pupil names furthers the policies and purposes of the school district.

Adopted 12/7/65
Amended 10/19/93

Adult Continuing Education

The Superintendent of Schools shall be responsible for the Adult Continuing Education Program. The Board of Education upon the recommendation of the Superintendent of Schools shall:

1. Appoint a Director to administer whatever program and/or portion of the Adult Continuing Education Program the Board operates/funds within a particular school year.
2. Appoint a Senior Citizens Program Director for the purpose of administering the Senior Citizens Program operated/funded as a part of the Adult Continuing Education Program within a particular school year.

Adopted 6/5/62

Amended 12/16/75, 12/21/94

COUNSEL RECOMMENDS DELETING THIS POLICY

Participation by Staff Members in Certain Adult Program Courses

Members of the office staff may audit without fee any district adult education course, if attended with the intention of improving their occupational skills.

Adopted 1/3/61
Reaffirmed 10/19/93

COUNSEL RECOMMENDS DELETING THIS POLICY OR USING THE BOLDDED LANGUAGE

Duties of the Board of Education

The duties of the Board of Education are those enumerated in Education Law Section 1709. **OR The powers and duties of the Board shall be as stated in the Education Law and other applicable New York State law.**

Adopted 6/22/60
Reaffirmed 12/20/94

SCHOOL BOARD POWERS AND DUTIES

The Board of Education is the governing body of the school district. The Board is entrusted with the responsibility of developing policies under which the district is managed.

The powers and duties of the Board are as stated in the Education Law and other applicable New York State law.

Complete and final authority on all district educational matters, except as restricted by law, will be vested in the Board. The Board may also enter into contracts and agreements in conformity with state law.

Ref: Education Law §§1604; 1604-a; 1701; 1708; 1709; 1710

Adoption date:

SCHOOL BOARD POWERS AND DUTIES EXHIBIT

Standards of Governance

1. Exercise duties and comply with obligations required by law.
2. Act officially only as a Board of Education.
3. Develop and adopt written policies in all areas of school district governance and operations in order to provide direction to staff and students and information to the community.
4. Maintain strong ethical standards. Avoid conflicts of interest between public position and professional career or private life.
5. Adopt standards for the conduct of school Board meetings and business, including use of agendas, Board committees, and community participation.
6. Assess Board performance regularly. Seek opportunities for Board growth and development.

Educational Program

1. Test administrative and policy decisions by their potential to have positive impact on student learning and achievement.
2. Develop and share strong expectations for staff and students to use their minds well and to become a community of learners.
3. Establish a cooperatively developed, districtwide vision of the purpose of schooling in the community as well as the rules, roles and relationships needed to realize that vision.
4. Adopt a strategic plan for implementing the district's vision or mission, incorporating individual school's goals and objectives, indicators of progress, and systems of program evaluation and student performance assessment.
5. Collaboratively develop and approve desired learning outcomes, performance standards and plans for shared decision making and site-based planning in support of the district's strategic plan.

Administration and Personnel

1. Hire an educational leader to serve as Superintendent of Schools. Adopt a description of his/her professional duties and provisions for performance evaluation as well as retention or removal from the position based on those evaluations and contractual obligations.
2. Through the Superintendent, retain and support a staff who meet the highest standards of quality and performance.
3. Establish and adopt policies regarding staff recruitment, development, evaluation, discipline and termination of employment.
4. Set priorities and procedures for negotiating staff and service contracts and ratify contracts as required.
5. Provide for a secure and healthful environment for staff and students by means that include ensuring quality in facilities and transportation services for students.
6. Assess and respond to needs associated with school facilities and equipment and maintenance or upgrading thereof.

Fiscal Management

1. Approve the budget and spending priorities; at the same time, seek to ensure adequate local, state and federal revenues to support the budget.
2. Approve construction projects, capital expenditures, contracts and budget reports within a framework of policy and delegated authority suitable for the Board.
3. Systematically link policies and decisions regarding allocation of funds with curriculum, instruction and desired learning outcomes.

NYSSBA Sample Exhibit 2110-E

School-Community and Governmental Relations

1. Engage in activities that promote a positive image for public schools and a public view of school Boards as advocates for children.
2. Utilize the community as an educational resource and asset through which the quality of learning and breadth of services to children may be enhanced through involvement. Conversely, promote the potential of schools, staff and students to strengthen the economic, civic and social health of the community.
3. Develop effective channels of communication with parents and the larger community to inform them regularly of school activities, to promote resolution of problems as close to their point of origin as possible, and to encourage ongoing dialogue about and understanding of issues and policies under Board consideration.
4. Promote local, state and federal intergovernmental and interagency collaboration to support comprehensive education for children, youth and their families.
5. Seek to shape and strengthen state and federal educational legislation, regulations and policies by defining and communicating their potential local impact to your elected representatives.

*This exhibit contains *suggested* guidelines for the powers and duties of Board members. It is not required by law or regulation.

Duties of the Attorney for the School Board

The School Board Attorney shall act as legal advisor to the Board. Upon request he/she shall submit either written or verbal interpretations of the laws affecting the School Board or the School District.

He/she shall attend the regular monthly business meetings, the annual district meeting and such other meetings as the Board shall request him/her to attend.

He/she shall prepare or approve legal notices, contracts or such other legal documents as may be required in the administration of the District.

The duties contemplated within his/her annual retainer shall not include litigation either in the courts, before the Commissioner or before any administrative body, nor shall it include work in connection with bond issues other than tax or revenue anticipation notes.

Reference: Current School Board Attorney Contract

Adopted 6/21/60
Amended 12/17/68, 10/18/94

Duties of the Auditor **OR (Independent Auditor)**

The Board of Education shall annually appoint an independent certified public accountant or public accountant firm to serve for one (1) year as auditor and shall set the annual salary for such audit.

It will be the duty of the District Auditor to audit the records of all of the funds of the West Hempstead Union Free School District in accordance with generally accepted audit standards and state and federal audit guidelines. The Auditor will review the internal control and accounting procedures yearly. The Auditor will make himself/herself available to the School Board, the Superintendent and the administrative staff for purposes of consultations, advice and help on accounting problems and related matters as may arise, from time to time, during the course of the year. The Auditor will prepare and present to the Board written reports on his audits. These reports will include his/her specific recommendations. The Auditor will perform other duties as specified in the agreement between himself/herself and the District **pursuant to Education Law Section 2116-a and 8 NYCRR 170.12.**

Reference: Education Law, Section 1721
Hageny's 1958 Handbook, Chapter 4, Sec. 5, p. 29

Adopted 6/21/60
Amended 11/15/77, 10/18/94

COUNSEL RECOMMENDS THIS POLICY BE DELETEDAdoption of Administrative Regulations

Upon the adoption of a policy statement by the School Board, it will be the duty of the Superintendent, personally or through his/her designee, to implement the policy with an Administrative Regulation where deemed necessary. The necessity for such a regulation may originate with the Board or with the Administration. A copy of each regulation will be forwarded to each Board Member for his/her information.

Such Administrative Regulations will be placed in effect without Board approval except where such approval is specifically requested by the Superintendent. The Board may add its approval to a regulation if they deem it advisable.

In cases where it is felt that a given regulation does not properly interpret Board policy, a majority of the Board members may reject said regulation and require the Superintendent, personally or through his/her designee, to submit a revised regulation. **OR Any Board Member may request that a regulation be placed on a Board agenda under "New Business" for Board approval in any case where such Board Member is of the opinion that such regulation does not properly interpret Board policy. In such case, if a majority of the Board members reject said regulation, the Board may require the Superintendent, personally, or through his/her designee, to submit a revised regulation.**

Quorum and Voting

Four (4) members shall constitute a quorum for the transaction of business at any meeting of the Board of Education. If a quorum is not present within twenty (20) minutes after the time set for a meeting, the members then in attendance may adjourn, either indefinitely or to any date set previous to the next stated meeting. In the event a meeting is scheduled at least a week in advance, 72 hours notice to the media and posting is required. In the event a meeting is scheduled less than a week in advance, notice is required to the extent practical a reasonable time prior thereto.

Final action on any resolution shall be valid only upon vote of the majority of the total membership of the Board.

Voting Method

Except as otherwise provided in the Education Law or in Board policy, the affirmative votes of four (4) members of the Board shall be required to carry any resolution or to approve any action. Unless a vote is unanimous, the ayes and nays of each members present shall be recorded in the minutes. Voting shall take place by voice or show of hands, on all questions unless otherwise provided by law or ordered by majority vote of the Board.

Polling Places

Voting on the Annual Budget, vacancies on the Board of Education, and any special propositions, shall take place at the West Hempstead Middle School Building.

Adopted 6/21/60

Amended 11/15/77, 2/27/96