

STUDENT LEARNING OBJECTIVES AND INSTRUCTIONAL GOALS

The Board of Education is committed to working with the Superintendent of Schools, district staff, parents and students for the development of a quality educational program designed to prepare all students to successfully meet the challenges of an economically competitive, technologically advanced, culturally diverse, and knowledge-based twenty first century. Therefore, the Board adopts the following learning objectives and instructional goals for all students in the district:

Objective 1: All students will demonstrate the ability to engage in effective, analytically critical, and socially acceptable communication, including the skills of speaking, listening, writing and reading.

Objective 2: All students will demonstrate the ability to understand, interpret and apply mathematical information to other areas of learning, and to perform the mathematical processes that are needed in daily life.

Objective 3: All students will demonstrate the ability to think logically, critically and creatively, including the ability to use knowledge constructively, and to attack problems intelligently, giving due respect to honest differences of opinion.

Objective 4: All students will acquire the knowledge and skills necessary to incorporate physical fitness into their daily lives.

Objective 5: All students will demonstrate the ability to understand, use and appreciate the life-enriching insights and perspectives that are provided in the various subject areas of learning, including language arts, science, math, technology, history, social studies, technical and occupational studies, second languages, arts, music and humanities, physical education and home and career skills.

Objective 6: All students will demonstrate the ability to plan for, assess progress toward, and strive toward success in the variety of inter-related roles they will assume during their lives including those involving post-secondary education or careers, family and/or parenting responsibilities, maintenance of physical mental and emotional health and management of personal resources.

Objective 7: All students will be afforded the opportunity to graduate with a regular high school diploma.

Objective 8: All students will demonstrate competency in all core academic subjects, at all grade levels.

To facilitate achievement of the Board's articulated learning objectives and instructional goals for all students, the district's administration and staff will be guided by the following:

1. All students will be subject to high academic standards and high academic performance expectations.
2. The district will implement measurable effective instructional strategies for closing the achievement gap among all students.
3. The district will align its core academic subject curricula with the state learning standards, and offer appropriate support services to enable all students to succeed.
4. The same core academic subject curricula will be used in all schools district-wide.
5. The district will use multiple general education approaches, including response to intervention strategies in accordance with Commissioner's regulations, to improve the academic performance of all students.
6. Instructional and professional development activities will be coordinated to reduce student failure rates in core academic subjects at all grade levels.
7. Steps will be taken to identify and address the cause(s) of student drop-out, and to reduce the student drop out rate.
8. The district will recruit, hire and retain highly qualified staff.
9. Staff professional development will be designed to enable achievement of the Board's articulated learning objectives and instructional goals.
10. The district will implement a process of on-going review to identify and address any obstacles to the achievement of the Board's articulated learning objectives and instructional goals.

Cross-ref: 0000, Mission Statement and Vision

Ref: 8 NYCRR §100.2(ii)

Adoption date: February 27, 2008

ORGANIZATION OF INSTRUCTION

The Board of Education believes that effective instruction is organized according to a plan which makes full use of district resources, including instructional time, materials, and personnel. These resources shall support a K-4 elementary school, 5-8 middle school, and 9-12 high school program of instruction.

The Superintendent may recommend to the Board modifications of the organizational plan that will best serve the needs of students, in light of educational theory, practice, facilities, and other resources available. Such recommendations should be accompanied by supportive documentation by appropriate members of the staff.

Adoption date: February 27, 2008

SCHOOL CALENDAR

The school calendar for the ensuing year will be developed by the Superintendent of Schools and presented to the Board of Education for approval in the spring of each year. The number of days scheduled for students will ordinarily exceed the requirements of state law, and the calendar will normally conform to the Nassau County BOCES calendar.

In developing the proposed calendar, the Superintendent shall keep the interests of students central, and shall consult with appropriate employee groups.

Ref: Education Law §§3015(2); 3101(3); 3204(4); 3604(7-8)
8 NYCRR Part 175

Adoption date: February 27, 2008

CURRICULUM MANAGEMENT

The Board of Education recognizes its responsibility for the development, assessment and improvement of the educational program of its schools. To this end, the Board is committed to establishing and maintaining a coordinated curriculum management process that:

- Defines how the district's curriculum is developed and approved.
- Ensures that the curriculum is taught and tested.
- Provides for the ongoing review and evaluation of the curriculum.

For purposes of this policy, "curriculum" means a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills, and application of such knowledge and skills by all students.

Curriculum Development

The Board views a centralized curriculum articulated among and between grade levels as essential to an effective instructional program designed to meet the learning standards established by the state and the Board.

The Superintendent of Schools, in coordination with the Director of Curriculum, shall be responsible for the development of a written curriculum designed to meet identified student needs. He/she shall establish procedures for curriculum development that provides for the effective participation of administrators, teaching staff, students, parents, other community members and members of the Board.

The curriculum shall:

- Comply with state mandates regarding course offerings and essential knowledge and skills.
- Focus on the content standards of each discipline and ensure that what students learn is rigorous, challenging and represents the most important learning for students.
- Provide sufficient flexibility to meet individual student needs at each stage of development.
- Reflect current research, best practices and technological advancements within each discipline.
- Promote congruence among the written, taught and assessed content.

Curriculum Implementation

Implementation of the curriculum rests primarily with the teaching staff. In carrying out this responsibility, the teaching staff shall work to ensure continuity between the written, taught and tested curriculum. The Building Principal shall be responsible for the management of the implementation of the aligned curriculum at the building level. He/she shall carry out this management function through activities including analyzing student assessment data; making classroom observations of teachers; and providing opportunities for teachers to discuss and share ideas and strategies.

The district's curriculum for each subject or course shall be communicated to the teaching staff in a written curriculum guide developed annually by the Superintendent. Such guides will provide the necessary information to direct instruction and ensure continuity among and between grade levels. The guides shall also include a description of the essential knowledge and skills for the course, instructional philosophy, appropriate sequence, and correlation of major resources. Curriculum guides shall be made available to parents and community members upon request to promote understanding of district goals and objectives.

Curriculum Review

The Superintendent shall make the written curriculum available to the Board for its review. The Board will review the curriculum to ensure consistency with New York State Learning Standards. In addition, the Board will adopt instructional materials that support the curriculum.

The Board recognizes the need for and the value of a systematic, ongoing program of curriculum evaluation that includes collecting and analyzing data about student achievement. All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve students' learning and growth. Such a program is essential to evaluate program effectiveness in each content area and to make judgments about resource allocation. The Superintendent shall develop guidelines to evaluate the instructional program to ensure its continued effectiveness. The Superintendent may conduct pilot programs deemed necessary to the continuing improvement of the instructional program and report results to the Board.

Ref: Education Law §§1709(3); 1711(5)

Adoption date: February 27, 2008

PILOT PROJECTS

In order to provide for constructive and responsive change and innovations in the schools, the Board of Education shall encourage the development of pilot projects aimed at improving the educational program.

A pilot project is defined as the introduction of a new educational program, strategy, material or equipment on a trial basis. The pilot project will be implemented for a specified period of time deemed to be sufficient for fair evaluation of the project's feasibility and success in meeting a district need.

Proposals for pilot projects must include a statement of the project goals, anticipated expenses, staffing provisions, synopsis of implementation strategies, and plans for evaluation of the projects. Proposals should be submitted to the department chairperson, where appropriate, or to the Building Principal. The proposal will then be referred to the Superintendent of Schools for administrative review and will be included in the budget.

The Superintendent will submit periodic reports to the Board on all ongoing projects and evaluations. The Board may, at its discretion, terminate a pilot program at any time.

At appropriate times, the district may wish to cooperate with not-for-profit corporations or groups on education-related projects. Such relationships shall be governed by the following:

1. The corporation or group is required to submit a request for approval to the department chairperson or Building Principal. If it meets with his/her approval, it should then be sent to the Superintendent and Board. Such a request should set out the purpose of the project and exact nature of performance.
2. The district will maintain complete oversight of the operation.
3. Any form to be used by parents or students, such as waivers, shall be approved by the Board and the Superintendent in advance.
4. A monthly reporting process shall be established and maintained.
5. The Board may, in its discretion, terminate the arrangement at any time.

Adoption date: February 27, 2008

TEACHING ABOUT RELIGION

The Board of Education recognizes its responsibility to teach students about religion and its role as a vital force in the development of civilizations, as well as to foster a respect for religion and religious beliefs. In addition, the Board believes that it is the duty of the school district to ensure that every student fully understands the principle of religious freedom that is part of this country's heritage.

To fulfill these acknowledged responsibilities, the Board encourages factual and objective teaching about religion. Instructional programs will be encouraged that: (1) focus on the role that religion has played in history or in the development of a society or culture, and (2) educate students about the principle of religious liberty as one of the central elements of freedom and democracy.

Ref: U.S. Constitution, First Amendment
Education Law §3210

Adoption date: February 27, 2008

DISPLAY OF THE FLAG

The Board of Education believes that the flag of the United States is a symbol of the values of our nation, the ideals embedded in our Constitution and the spirit that should animate our district.

The district shall purchase a United States flag, flag staff and the necessary appliances for its display upon or near every school building. There shall be a flag on display in every assembly room of every school.

The flag shall be flown at full- or half-staff pursuant to law. In addition, the flag may be flown at half-staff to commemorate the death of a present or former Board member, present employee or student.

Consistent with national and state law and regulations and this policy, the Superintendent of Schools shall develop rules and regulations for the proper custody, care and display of the flag.

Ref: 4 U.S.C. §§5-9 (display of the flag)
Education Law §§418; 419; 420 (requirement for the school to purchase, display and develop rules and regulations for the care and custody of the flag)
Executive Law §§400-403 (rules for display of the flag)
8 NYCRR Part 108 (flag regulations)

Adoption date: February 27, 2008

DISPLAY OF THE FLAG REGULATION

Flags Displayed Out-of-Doors and on Movable Hoists Indoors

A United States flag shall be displayed in front of every school building in the district every day that school is in session and at such other times as the Superintendent of Schools shall direct. Unless otherwise stated, the flags shall be flown at full-staff. The flags may also be displayed at night upon special occasions, at the discretion of the Superintendent, when it is desired to produce a patriotic effect.

In addition to days when school is in session, the flags will be displayed on the following days if school is open to the public: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, the Fourth of July, Labor Day, September 11th Remembrance Day, POW/MIA Recognition Day, Columbus Day, Veterans Day, Thanksgiving Day, Pearl Harbor Day and Christmas Day. If any of these days (except Flag Day) falls on a Sunday, the flag shall be displayed on the next day. In addition, the flag shall be displayed on each general election day and each day appointed by the President of the United States or by the Governor of New York as a day of general thanksgiving or for displaying the flag.

Flags shall be flown at half-staff on Pearl Harbor Day, on September 11th Remembrance Day, on days commemorating the death of a personage of great importance, and on days designated by the President or the Governor.

Flags on individual buildings will be flown at half-staff if a present employee or student in that building dies. The flag shall also be flown at half-staff the day of the funeral of any former employee well-known in the school. This will be at the discretion of the Superintendent.

All flags in the district are to be flown at half-staff when a present Board member dies. All flags are put at half-staff on the day of the funeral of a former Board member. All flags in the district are flown at half-staff on the day of the funeral of a present employee or a present student.

The flag will not be displayed on days when the weather is inclement.

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

In half staffing the flag, it first should be hoisted to the peak for an instant and then lowered to the half-staff position. The flag shall be again raised to the peak before it is lowered for the day. The flag shall never be put at half mast in the middle of the day. It must be put at half mast in the morning only.

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in each assembly room of every school in the district. It is the duty of the teacher or other person in charge of each assembly room to ensure that the flag in the room is displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Adoption date: February 27, 2008

Amended date: March 23, 2011

AIDS INSTRUCTION

The district will provide age appropriate classroom instruction in compliance with commissioner's regulations, for all students K-12 concerning Acquired Immune Deficiency Syndrome (AIDS). Instruction will be provided as part of the sequential and comprehensive health program and shall include the following information:

1. the nature of the disease;
2. methods of transmission of the disease; and
3. methods of prevention of the disease stressing abstinence as the most effective and appropriate protection against AIDS.

A student shall be excused from that segment of AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Director of Health, Physical Education and Athletics. The request must give assurance that such instruction will be given at home.

The Board of Education shall be responsible for determining the content of the district's AIDS curriculum, approving its implementation and evaluating the AIDS instructional program. In addition, the Board will ensure appropriate training and curriculum materials are provided for the instructional staff providing AIDS instruction and to parents who request such materials.

The Board shall establish an advisory council which shall be responsible for making recommendations on content, implementation, and evaluation of the AIDS instructional program. The advisory council must consist of Board members, appropriate school personnel, parents and community representatives, including representatives from religious organizations.

Ref: Education Law §3204(5)
8 NYCRR §135.3 (Health Education incl. AIDS instruction)
Ware v. Valley Stream High School District, 75 NY2d 114 (1989)
New York State School Boards Association v. Sobol, 168 AD2d 188 (1991)
Matter of Knowledge, 32 EDR 451 (1993) (function of advisory councils)

Adoption date: February 27, 2008

DRIVER EDUCATION

In accordance with state law, the district offers instruction in the safe and lawful operation of motor vehicles. Classroom instruction will emphasize the effects of drug and alcohol use, including the hazards of driving while impaired or intoxicated; the penalties for alcohol-related motor vehicle violations; and the medical, biological and physiological effects of the consumption of alcohol and their impact on the operation of a motor vehicle.

Classroom training will be provided by a person approved by the State Education Department and the Commissioner of Motor Vehicles. The law authorizes driver education classes to be conducted on Saturdays if necessary.

Driver education courses may be given as part of the district's Adult Education program or as part of the Summer School program. Driver education courses are not credit-bearing.

Ref: Education Law §§806-a; 3604(8)
Vehicle and Traffic Safety Law §§502(2); 507(1)

Adoption date: February 27, 2008

DRIVER EDUCATION REGULATION

Students who reside in the district are eligible to take driver education and will be placed in the various sessions on an eligibility list based on age, with preference given to older students.

At the time of section selection, each student must present an affidavit from his/her school which affirms the following for the previous six consecutive months (including July and August):

1. The student has an attendance record of at least 85% in each class;
2. The student has not been suspended "out-of-school" on more than one occasion; and
3. The student has not been suspended, combined "in-school" or "out-of-school," for more than three days.

Enrollment in driver education may be revoked on the recommendation of the Building Principal should subsequent attendance or conduct fall below the above standards. Enrollment of students who do not meet these standards will be delayed until such time as the above standards are met.

If driver education enrollment must be limited during Summer School, priority will be given to students who have just graduated and who otherwise qualify. Any remaining openings will be given in age order on the eligibility list.

Adoption date: February 27, 2008

**PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER THE IDEA
AND NEW YORK'S EDUCATION LAW ARTICLE 89**

The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within its district and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their individualized education program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her abilities.

To the maximum extent appropriate to their individual needs, eligible students with disabilities residing within the district and attending the district's public schools will be entitled to participate in school district academic, cocurricular and extracurricular activities available to all other students enrolled in the district's public schools. Such cocurricular and extracurricular activities may include athletics, transportation, recreational activities, school-sponsored special interest groups or clubs, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the school district and assistance in making outside employment available).

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board will afford the students and their parents the procedural safeguard rights they are entitled to under applicable law and regulations. The Board also will provide them with notice of such rights as required by law and regulation, using the form prescribed by the commissioner of education.

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word parent means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the child resides; or a surrogate parent who has been appointed in accordance with Commissioner's regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn 21 or until they receive a local high school or Regents diploma.

Students with disabilities may not be required to take medication as a condition for receiving a free appropriate public education.

To ensure the provision of a free appropriate public education to all eligible students with disabilities:

1. School district staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the district, including homeless children and children who are wards of the state, no non-public schools within district, who are in need of special education.
2. The district will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The district will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The Instructional Support Team or Pupil Personnel Team will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Prereferral Approaches and Interventions).
3. School district staff will refer for evaluation a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program.
4. The Board will appoint a Committee on Special Education (CSE), Committee on Preschool Special Education (CPSE) and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.
5. The Board will arrange for special education programs and services based upon the recommendation of the CSE, CSE subcommittee, or CPSE. Because the placement of students is often a lengthy process, the Board authorizes the Superintendent, or designee, to act as its agent in making necessary arrangements to implement the appropriate recommended program/services prior to Board review.
6. The Superintendent shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.
7. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel who work with students with disabilities possess the skills and knowledge required to meet the needs of students with disabilities.

8. The Superintendent will establish a process for ensuring that district staff understand the right of students with disabilities to access and participate in the same academic, cocurricular and extracurricular programs and activities as all other students enrolled in the district's public schools, to the maximum extent appropriate to their individual needs.

Locate and Identify Students with Disabilities

The district will conduct an annual census to locate and identify all students with disabilities who reside in the district, and establish a register of such students who are entitled to attend the public schools of the district during the next school year, including students with disabilities who are homeless or wards of the State. The census shall be conducted, and the registry maintained, in accordance with the requirements established in Commissioner's regulations.

The Superintendent will determine what other activities might be appropriate to help locate and identify students with disabilities. These may include, but are not limited to, the mailing of the district calendar to all district residents which includes information regarding the availability of special education programs and services and their right to access such services, and/or the publication of a similar notice in school newsletters and other publications.

(Refer to policy 4321.10, Programs and Services for Parentally-placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89, for more information regarding how to locate and identify nonpublic school students with disabilities).

Evaluation of Students with Disabilities

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the district will conduct a full evaluation of the student in accordance within legally prescribed time lines. As set forth in Commissioner's Regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty, and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

Once a student has been determined eligible to receive a free appropriate public education, the district will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the district determines the educational and related services needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three years, unless the student's parent and the district agree it is unnecessary.

Parental Consent for Student Evaluations

Before conducting any type of evaluation, district staff will take steps to obtain written informed consent from a student's parent, as required by applicable law and regulations. They also will keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to withhold consent, the Board may commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in Commissioner's Regulations.
2. If a parent fails to respond to a request for consent for reevaluation, district staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond.
3. If district staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

Conduct of Evaluations

In conducting evaluations of students with disabilities, the district will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant functional, developmental, and academic information for determining a student's eligibility for special education and related services, and the content of the student's individualized education program or individualized education services program or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The district also will assess a student in all areas of suspected disability, and the assessment and other evaluation used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a specific learning disability, the district will follow the procedures established in commissioner's regulations.

The district will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of his or her right to request an assessment, notwithstanding that determination.

Eligibility Determination

The CSE, CSE subcommittee, or CPSE will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs.

The CSE or CSE subcommittee may not determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction in the essential components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

Committee on Special Education/Committee on Preschool Special Education

The members of the CSE/CPSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in law and regulations.

The parent of a student with disabilities is one of the mandated CSE/CPSE and CSE subcommittee members and as such has a right to participate in CSE/CPSE and CSE subcommittee meetings concerning the identification, evaluation, and educational placement of, and the provision of a free appropriate public education to, their child. District staff will take steps to ensure the parent's participation, in accordance with the following:

1. CSE/CPSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the district.

2. The parent will be given at least five days notice of the time and place of a CSE/CPSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and the district may agree to use alternative means of participation at CSE/CPSE meetings, such as videoconferences or telephone conference calls.
4. District staff will take any action necessary to ensure that the parent understands the proceedings at CSE/CPSE meetings, including arranging for an interpreter for parents who are deaf or parents whose native language is other than English.

The CSE/CPSE or CSE subcommittee may meet without a student's parent only if district staff has been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if district staff has been unable to obtain parental participation, even through the use of alternative means of participation, and has a record of its attempts to ensure parental involvement.

Provision of Services:

The Board will arrange for appropriate special education and related services recommended by the CSE or CSE subcommittee within 60 school days of the district's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within 60 school days of referral for review of a student with a disability, except as otherwise provided in law and regulations. The CPSE will provide a recommendation to the Board within 30 school days of the date of receipt of the consent.

All staff responsible for the implementation of a student's individualized education program, or an individualized education services program or services plan in the case of parentally placed nonpublic school students with disabilities, will be provided information regarding those responsibilities (refer to policy 4321.5 for more information on this topic).

Parental Consent for the Provision of Services:

The Board acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services. Therefore, district staff will take steps to obtain written informed consent for the initial provision of special education and related services to an eligible student. The Board will be precluded by applicable law and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

Cross ref: 1900, Parental Involvement (Title I)
4000, Student Learning Objectives and District Instructional Goals
5500, Student Records
6700, Purchasing

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
34 CFR Part 300
Education Law Article 89, §§4401 *et seq.*
8 NYCRR Part 200

Adoption date: February 27, 2008

PROVISION OF SPECIAL EDUCATION SERVICES IN THE LEAST RESTRICTIVE ENVIRONMENT

The Board of Education recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York's Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs.

Therefore, the district will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services. In addition, the district will provide special services or programs to enable students with disabilities to be involved in and progress in the general curriculum, to the extent appropriate to their needs.

To fulfill its responsibility to educate students with disabilities in the least restrictive environment, the district will implement the provisions of section 200.6 of commissioner's regulations.

Furthermore, and pursuant to those provisions, students with disabilities placed together for purposes of receiving special education will be grouped by similarity of individual needs including their range of academic achievement, functional performance and learning characteristics; social and physical development, and management needs.

The Superintendent will establish a process for ensuring that the CSE/CPSE or CSE subcommittee Chairperson, as appropriate, obtains an up-to-date copy of those provisions at the beginning of each school year, and copies of any amendments that become effective during the school year.

The Board also recognizes that the least restrictive environment requirements established by applicable law and regulations also extend to nonacademic settings. Therefore, the district will provide students with disabilities the opportunity to participate with non-disabled students in school-sponsored cocurricular and extracurricular activities, to the maximum extent appropriate to each individual student's needs. The district also will provide students with disabilities with supplementary aids and services the CSE or CSE subcommittee, as applicable, determines to be appropriate and necessary for the students to participate in such activities.

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
8 NYCRR §§200.2(b)(4); 200.6

Adoption date: February 27, 2008

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the district will implement on a school-wide basis practices appropriate to enable all of the district's students to succeed in the general education environment.

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervening services with funds available under the IDEA and which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education.

Cross-ref: 4000, Student Learning Objectives and Instructional Goals
4325, Academic Intervention Services

Ref: Individuals with Disabilities Education Act §§ 1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

Adoption date: February 27, 2008

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by district residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The district will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the biannual plan it must submit to the commissioner of education regarding the provision of services to students and preschool students with disabilities.

Through the Superintendent, the district also will share with the BOCES District Superintendent information relevant for the BOCES to determine its own facility space needs for serving the district's resident students and preschool students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the district's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the district's latest census, and other district child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipate any projected increase in the number of students and preschool students with disabilities the district will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.
4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.

5. Submit a report to the board regarding the results of the above review process, along with necessary recommendations for additional space allocations.

Cross-ref: 4321, Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
Education Law §§3602(10)
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)

Adoption date: February 27, 2008

INDEPENDENT EDUCATIONAL EVALUATIONS

The Board of Education recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE). A parent is entitled to only one independent evaluation at public expense each time the school district conducts an evaluation with which the parent disagrees.

The independent examination shall be conducted by a qualified examiner who is not employed by the school district responsible for the child's education. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained. These publicly-funded independent evaluations shall be limited to the same geographic and fiscal limitations as used by the district when it initiates an evaluation.

Any independent evaluation, whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its decision with respect to the provision of a free appropriate public education.

The district has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate. If the hearing officer determines that the district's evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

The Board directs the Superintendent of Schools to develop regulations establishing maximum allowable fees for specific tests, the geographic area in which such evaluations may take place, and minimum qualifications of the professionals who administer and interpret various tests; and a reasonable timeline for seeking reimbursement.

Cross-ref: 4321, Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89

Ref: 20 USC §1415(d)(2)(A)
34 CFR §300.502
8 NYCRR §§200.1(z); 200.5(a); 200.5(b); 200.5(c); 200.5(g)

Adoption date: February 27, 2008

CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS

The Board of Education recognizes the importance of ensuring the confidentiality of personally identifiable data pertaining to a student with a disability. Personally identifiable data will not be disclosed by any school district employee or member of a CSE/CPSE to any person (other than the parent of such student), organization or agency unless the parent or guardian of the child provides written consent; there is a valid court order for such information; or disclosure is permitted by law.

Personally identifiable data is defined in the policy on Student Records, 5500.

The Board of Education, while acknowledging the confidentiality requirement, believes that in order for each student with disabilities to receive the full benefit of his/her Individualized Education Program (IEP), individuals responsible for implementing the program must, prior to the implementation, fully understand the scope of their responsibility and the specific accommodations, modifications and supports to be provided.

To this end, this policy establishes procedures to ensure that any person having both direct contact with a student with an IEP and a responsibility to provide a service, accommodation or program modification for the student in accordance with that student's IEP shall be informed of his/her responsibilities under the IEP, and shall receive or have access to a copy of the student's IEP as specified below.

I. IEP Copies, Review and Access

At the beginning of each school year, or for newly classified students, prior to the initiation of services, the special education teacher meets with all general education teachers to discuss each student's IEP and review the modifications and adaptations that may need to be made for each student. Each regular education teacher is provided with a paper or electronic copy of the IEP, as is each related service provider and/or other service provider who is responsible for implementation of the program or plan. These individuals responsible for implementing an IEP shall, in turn, ensure that all paraprofessionals (teacher aides and teacher assistants) and other providers responsible for assisting in implementation are given the opportunity to review their copy of the IEP prior to program implementation as well as have ongoing access to such copy.

“Other service provider” means a representative of another public school district, charter school, BOCES program, child care institution school, Special Act school district, State-supported school, approved private in-state or out-of-state school and an approved preschool provider where the student receives or will receive IEP services.

II. Notification of Responsibilities

In addition to disseminating copies of a student’s IEP, CSE, CSE Subcommittee and CPSE Chairpersons must designate one or more professional employees of the district with knowledge of the student’s disability and program to inform each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional, and other provider and support staff person of his or her responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP. In selecting the professional staff person(s), the chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional, as appropriate.

III. Confidentiality

All copies of a student’s IEP provided or made accessible under this policy must remain confidential, and shall not be redisclosed to any other person, except in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). To ensure such confidentiality, the CSE and CPSE Chairpersons shall include with each IEP copy provided or made accessible under this policy, a copy of the Board’s policy on student records (Policy 5500). All IEP copies must remain in a secure location on school grounds at all times. If IEP copies are transmitted and/or provided electronically, security systems (e.g., password protect a file or folder) must be implemented to prevent unauthorized internal and external access to the student’s IEP.

IV. Documentation

The designated professional employee(s) defined in section II above shall obtain the signature of each person covered by this policy, indicating that he or she:

1. has received either a copy of the student’s IEP or the opportunity to review it, as set forth in section I above, prior to its implementation, as required under state law and regulation;
2. has been informed of their responsibilities for implementation;
3. has knowledge of where the IEP is to be maintained; and
4. has an understanding of the confidentiality requirements.

At the end of the school year or whenever the IEP has been revised, the CSE and CPSE Chairperson or designee shall collect all IEP copies provided under this policy and destroy them.

Cross-ref: 4321, Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89
5500, Student Records

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g; 34 CFR Part 99
Education Law §4402(7)
8 NYCRR §§200.2(b)(11); 200.4(e)(3); 200.16(e)(6)
New York State Education Department, Vocational and Educational Services for Individuals with Disabilities (VESID), SED Guidance Document, Providing copies of the IEPs for Students with Disabilities, 5/13/03, vesid.nysed.gov/specialed/publications/policy/chap408final.htm

Adoption date: February 27, 2008

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

The Board of Education recognizes its responsibility to ensure that all the instructional materials used in the district's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the district will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program.

The Superintendent will develop a plan to ensure the availability of alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for the school library.
2. Consultation with appropriate school personnel regarding how students will access electronic files. The district's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.
3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.
4. The yearly review of the district's ordering timelines for the purchase of instructional materials to ensure sufficient lead time for obtaining needed alternative format materials.
5. Notification to appropriate school personnel by the CSE, CSE subcommittee, CPSE and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format needed, and any assistive technology devices or services the student might need to access the alternative format materials.
6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the district's timelines for the purchase of instructional materials.

7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in his or her selected courses are made available to the student in an accessible format.
8. Timely request of state assessments in alternative format.

Cross-ref: 6700, Purchasing

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law §§1604(29-a); 1709(4-a) 1950(4-a); 2503(7-a); 2554(7-a); 3602(10)(b)
8 NYCRR §§ 200.2(b)(10)
State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Policy 02-05 Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities, May 2002, available electronically from the VESID website at www.vesid.nysed.gov/specialed/publications/policy/alterformat502.htm

Adoption date: February 27, 2008

DISTRICTWIDE AND STATEWIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Examples of testing accommodations are: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Service Plan (SP). If it is determined that a student should participate in alternative assessments instead of the standard statewide or districtwide tests, the CSE must indicate the reasons for doing so on the IEP. The Section 504 Team will include the appropriate test accommodations as part the 504 plan.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among district staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a temporary disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

Universal Design Principles in Districtwide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of ensuring equal access to districtwide assessments and to ensure the most accurate measure of the performance of all students. The Board directs the Superintendent, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the district's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent will explore how district assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

Cross-ref: 4321, Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89
4321.5, Confidentiality and Access to Individualized Education Program
5020.3, Students with Disabilities and Section 504

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1401(35); 1412(a)(16)(E)
34 CFR §§300.44
Assistive Technology Act, 29 USC §3002(19)
8 NYCRR §§200.1(jj); 200.2(b)(13,14); 200.4(d)(2)(vi)

4321.7

Adoption date: February 27, 2008

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

The Board of Education will appoint impartial hearing officers (IHO), as needed, to hear complaints regarding the identification, evaluation, or placement of students with disabilities, or the provision of a free appropriate public education to such a student in accordance with the rotational selection process and other applicable procedures described in Commissioner's regulations.

Selection

The updated list of certified IHOs for this county promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall also include the names of those other certified IHOs whose names appear on the state list and who have indicated to the district their interest in serving as an IHO in the district.

Upon receipt of a request for an impartial hearing, the rotational selection process for the IHO shall be initiated immediately and always within two (2) business days after receipt by the district of such written request. Should an IHO decline appointment, or if within 24 hours the IHO fails to respond or is unreachable after reasonable efforts by the District Clerk or designee, such efforts will be documented through independently verifiable efforts. The district representative shall then proceed through the list to determine availability of the next successive IHO.

The District Clerk or other person so designated, under the direction of the Board President, shall initiate the selection process by contacting the impartial hearing officer whose name first appears after the impartial hearing officer who last served. The District Clerk or designee shall canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted.

An IHO on the district's rotational list may not accept appointment unless he or she is available to:

1. Make a determination on the sufficiency of the due process complaint that will be heard at the hearing within five days of receiving such a request; and
2. Initiate the hearing within the first 14 days after either:
 - The date on which he or she receives written notice that the parents and the district waived their right to hold a resolution meeting to resolve their differences prior to commencement of the hearing, or met but were unable to reach agreement; or
 - The expiration of the 30-day period beginning with the receipt of the due process complaint, whichever occurs first.

Appointment

The Board President, or in his or her absence or inability the Vice President, will appoint an IHO immediately after the IHO selected from the rotational list indicates he or is available.

The Board will rescind the appointment of an IHO and appoint a new one if, the parties to the hearing mutually agree that the IHO is either incapacitated or otherwise unavailable or unwilling to continue the hearing or issue a decision. The appointment of a new IHO in such an instance will be made in accordance with the selection and appointment procedures established by this policy.

Compensation

The district shall compensate an impartial hearing officer for his or her services at the maximum rate established for such purpose by the Director of the Division of the Budget. Currently, this rate is \$100.00 per hour for pre-hearing, hearing, and post-hearing activities. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current district reimbursement rate set for district employees. Mailing costs associated with the hearing will also be reimbursed. The District will not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

Cancellation

The district shall attempt to provide an Impartial Hearing Officer with two (2) business days' advance notice of the cancellation or re-scheduling of an impartial hearing. Should the district request the cancellation or re-scheduling of a hearing date and fail to provide an Impartial Hearing Officer with two (2) days notice, the district agrees to pay the Impartial Hearing Officer a fee of \$100.00. The district shall not be responsible for costs associated with a parent or guardian's cancellation or adjournment of a hearing.

A copy of this policy will be forwarded to the impartial hearing officer at the time of appointment.

Records relating to the IHO process including, but not limited to, the request for initiation and completion of each impartial hearing will be maintained by the district and such information will be reported to the Office of Vocational and Educational Services for Individuals with Disabilities of SED as required by Commissioner's regulations.

Ref: 8 NYCRR §§200.2; 200.5; 200.21

Adoption date: February 27, 2008

DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be appropriate to declassify some students with disabilities. A student may mature and develop skills such that they no longer require the special program, support services or accommodations offered by an Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Services Plan (SP). The Committee on Special Education (CSE), the CSE Subcommittee or, the Committee on Preschool Special Education (CPSE), as applicable, is responsible for making this judgment, while adhering to the requirements of federal and state law and regulation.

Reevaluation

Prior to determining that a student is no longer eligible for special education services and should be placed in a full-time regular education program, the CSE, CSE subcommittee, or CPSE, as applicable, will conduct a declassification evaluation of the student in accordance with the process and procedures prescribed for the evaluation and reevaluation of students with disabilities, by applicable law and regulations. However, the CSE, CSE subcommittee, or CPSE members may determine after reviewing existing evaluation data that no additional information is needed to determine the student's continued eligibility for services.

When a determination is made that no additional data is needed for reviewing a student's continued eligibility for special education services, the CSE, CSE subcommittee, or CPSE Chairperson, as applicable, will notify the student's parents of that determination and the reasons for it, and of their right to nonetheless request an assessment. Unless the student's parents make such a request, the district will not conduct any further assessments.

The district will provide the student's parents with a copy of the reevaluation report and documentation regarding the eligibility determination.

Consistent with applicable law and regulation, the district will not conduct a declassification evaluation if the reason why a student is determined to be ineligible for special education services is that he or she has either:

1. Graduated with a regular high school or Regents diploma; or
2. Exceeded the age of eligibility for services.

However, in such an instance the district will provide the student with a summary of his or her academic achievement and functional performance that also includes recommendations on how to assist the student in meeting his or her post-secondary goals.

Declassification Support Services

It is the goal of the Board of Education to provide an opportunity for the student to succeed in the transition to the regular education program. Upon declassification, the CSE/CPSE shall consider any declassification support services including the projected date of initiation of such services and the duration of these services. Declassification services shall be provided for no more than one year following the declassification date. Recommendation for declassification support services and appropriate evaluation information shall be forwarded to the building administrator who shall determine any additional educationally related support services, academic intervention services or other services that may be appropriate for the student.

Cross-ref: 4321, Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89

Ref: 8 NYCRR §§100.1(q); 200.2(b)(8); 200.4(b)(4-6), (c)(3)

Adoption date: February 27, 2008

**PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES,
PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT
DISPROPORTIONALITY**

The Board of Education recognizes that, despite the district's best efforts, there may be times when there might be a disproportionate representation of racial and ethnic groups in its special education programs and services, and/or with respect to the suspension of students with disabilities. To minimize the risk of such an occurrence, the Board has endeavored to adopt policies, practices and procedures for the district that are consistent with the IDEA and Article 89 of New York's Education Law, and their implementing regulations.

Nonetheless, upon learning of a significant disproportionality either in the suspension, identification, classification and/or placement of the district's students with disabilities, the Board will immediately review the district's policies, practices and procedures to determine whether they are fully compliant with the requirements of the IDEA and Article 89, or require revisions. If changes are needed, the Board will take immediate steps to adopt and implement any and all necessary revisions.

The Board will inform the public of any revisions to the district's policies, practices and procedures undertaken as a result of a finding of significant disproportionality. The Superintendent will notify school personnel responsible for implementing the revisions.

Cross-ref: 4321 *et seq.* as appropriate.

Ref: Individuals with Disabilities Education Act, 20 USC §§1412(a)(24);
1418(d)
34 CFR §§300.173; 300.646
8 NYCRR §§200.2(b)(15)

Adoption date: February 27, 2008

ACADEMIC INTERVENTION SERVICES

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance.

Eligibility for academic intervention services will be determined based on a student's performance on state assessment exams and/or in accordance with the uniformly applied district-developed district-adopted procedures. Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification on Commencement of Services. The Building Principal will notify the parents of a student determined to be in need of academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Notification on Ending of Services. The Principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Beginning July 1, 2002 and every two years thereafter, the Superintendent shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(4), (d)

Adoption date: February 27, 2008

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will therefore make every effort to ensure that limited English proficient (LEP) students are provided with an appropriate program of transitional bilingual education or free-standing English as a second language program.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that LEP students are:

1. diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores are identified as LEP will be annually evaluated. Included in the evaluation shall be each student's performance in content areas to measure academic progress;
2. assured of access to appropriate instructional and support services, including guidance programs; and
3. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-LEP students.

The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the district provides appropriate school-related information to the parents of LEP students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulations.

Ref: Education Law §3204
 Bilingual Education Act of 1974, §§701 et seq., 20 U.S.C. §§880b et seq.
 Equal Educational Opportunities Act of 1974, §§201 et seq.,
 20 U.S.C. §§1701 et seq.
 8 NYCRR §§80.9; 80.10; 117; 154 et seq.
Lau v. Nichols, 414 U.S. 563 (1974)
Rios v. Read, 480 F. Supp. 14 (1978)
Cintron v. Brentwood UFSD, 455 F.Supp 57 (1978)
Aspira of New York v. Board of Educ. (City of New York), 394 F. Supp.
 1161 (1974)

Adoption date: February 27, 2008

LIMITED ENGLISH PROFICIENCY INSTRUCTION EXHIBIT
PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL
PROGRAM

Dear Parent/Guardian:

Your child (insert child's name) has been identified as a "limited English proficient/English language learner" student in need of help to learn English and placement in a (insert name of program). We have determined (insert child's name) eligibility, and placed (him or her) in such a program based on (insert reasons).

(Child's name) is performing at (insert status of child's academic achievement). We have determined (his or her) level of English proficiency at (insert level) based on (insert how the district assessed that level).

We believe that placement in a (insert name of English instruction program) will help (insert child's name) both to learn English and increase his level of academic performance. Attached is a series of questions and answers we hope will help you better understand the program in which we have placed (insert child's name) and the benefits of that program.

The district will hold regular meetings at least twice a year for parents/guardians of English learners and we encourage you to attend. At those meetings, we will provide you with information that will help you to better understand the goals of your child's program, and assist you in ways to help (insert child's name). In between meetings we are always ready to listen and respond to any questions and recommendations you might have.

However, you should know that you have the right to:

1. request that (insert child's name) be immediately removed from the instructional bilingual program;
2. decline (insert child's name) participation in the instructional bilingual program or choose another available program or method of instruction, and
3. request assistance in selecting from among the various programs and methods of instruction available.

Specifically, you have the right to withdraw your child from participation in an instructional bilingual education program provided that you first meet with us to discuss the nature, purpose and educational value of the program. At a minimum, however, (insert child's name) must participate in a free-standing English as a second language program.

Also, if the school does not offer a bilingual education program, you have the option of transferring (insert child's name) to a school within the district which offers a bilingual education program. If you choose not to exercise this transfer option, then (insert child's name) shall be required to participate in a free-standing English as a second language program.

Whatever your decision, we encourage you to help (insert child's name) attain English proficiency and high academic achievement levels. Some ways in which you can do this include: (insert some examples).

If you have any questions about this notice or the attached information, please contact (insert the name of the Building Principal or the program's coordinator). All of us in the district look forward to working with you to help (insert child's name) improve (his or her) English and overall academic skills.

Sincerely,

Building Principal

(continued on next page)

Questions and Answers About Your Child's English Instruction Educational Program

1. What methods of instruction will be used in my child's program?
2. Does the district offer any other programs for English language learners?
3. How do these other programs differ from the one offered my child in terms of methods of instruction, content, instructional goals and the use of English and a native language in instruction?
4. On what basis did the district select my child's program as opposed to another one?
5. How will my child's program specifically help (him or her) learn English and meet age appropriate academic achievement standards for grade promotion and graduation?
6. My child is classified as a student with a disability. How will my child's English learning program meet the objectives set out in (his or her) individualized education program?

Adoption date: February 27, 2008

LIMITED ENGLISH PROFICIENCY INSTRUCTION EXHIBIT
FAILURE TO MEET ANNUAL MEASURABLE OBJECTIVES
RELATING TO ENGLISH PROFICIENCY

Dear Parent/Guardian:

This is to inform you that limited English proficient students in the school your child attends have failed to meet annual objectives for the number or percentage of children **[insert a or b: a) making progress in learning English, or b) attaining English proficiency by the end of the school year]**.

The district will be taking steps to address this matter, including the development of a plan for meeting the required state and federal objectives.

We welcome any questions and recommendations you might have. Please feel free to contact your child's Building Principal.

Sincerely,

Superintendent of Schools

Adoption date: February 27, 2008

HOMEBOUND INSTRUCTION

Homebound instruction is a service provided to students who are unable to attend school due to medical, emotional or disciplinary problems. Secondary students receive instruction for two hours per day and elementary students receive one hour per day. Students receive credit for their work while on homebound instruction.

The district makes provisions for homebound instruction upon referral from the Medical Director or the Director of Pupil Personnel Services following the guidelines established by the Superintendent of Schools for placing a student on homebound instruction.

Cross-ref: 5100, Attendance

Ref: Education Law §§1709(24); 4401 et seq.
8 NYCRR §175.21

Adoption date: February 27, 2008

COMMUNITY EDUCATION PROGRAMS

The Board of Education shall endeavor to establish a community education program providing the community with a broad scope of courses. Courses will be offered to meet the intellectual, social, vocational, and recreational needs of the community.

The mission of the district's community education program shall be as follows:

1. to promote life-long learning as a component of an individual's growth;
2. to provide activities which enable people to develop their full potential;
3. to provide a learning environment that encourages personal growth, autonomy and self-confidence;
4. to contribute to the development of an aware and responsible community.

The community education program will be administered by the Superintendent or his/her designee and shall be self-supporting through the collection of appropriate fees.

District secondary students may take community education classes, upon approval of the Building Principal. Such classes shall not bear credit toward graduation.

Ref: 20 USC §§1203 et seq.
Education Law §§4602; 4604
8 NYCRR §§157.1; 157.2

Adoption date: February 27, 2008

INDIVIDUAL HELP/TUTORING

The Board of Education believes that by maintaining a high quality instructional staff and providing for a rich, varied curriculum the need for individual tutoring is minimized. The Board expects that every effort will be made by Building Principals and the instructional staff to help children master subject matter before recommending that parents engage a tutor.

Given that there may be instances where a teacher recommends tutoring for a student, or that some parents will seek tutoring regardless of a teacher's other efforts, the following guidelines will protect the district and teachers from allegations of conflict of interest and other improprieties:

1. A teacher may not tutor any child enrolled in his/her class unless authorized by the Superintendent, or unless such child is receiving authorized homebound instruction;
2. No tutoring for which a teacher receives a fee will be carried on within the confines of the school, and teachers must first inform the Building Principal of the nature and extent of the tutoring activity;
3. Teachers who accept outside tutoring shall make their own fee arrangements;
4. Students shall not be dismissed from school for the purpose of receiving private tutoring; and
5. Persons not employed by the district shall not be permitted to tutor students on school grounds.

Adoption date: February 27, 2008

TEXTBOOK SELECTION AND ADOPTION

The Board of Education is responsible for the selection and designation of all textbooks to be used in the district schools. The Superintendent of Schools, in cooperation with the Assistant Superintendent for Instruction, shall recommend suitable lists of textbooks to be used in the schools for the Board's consideration.

Texts, once approved by the Board, shall not be superseded for a period of five years, except by a three-fourth's vote of the Board.

The Superintendent shall establish procedures for the selection and recommendation of textbooks and a method for selecting staff members who shall serve in the selection and recommendation process.

The following criteria are to be considered in the selection of textbooks:

1. textbook or material should have been copyrighted within the past five years;
2. qualifications of the author(s) on the subject;
3. adaptability to existing instructional program;
4. accuracy of the information presented;
5. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;
6. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;
7. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins;
8. appropriateness to grade level as to vocabulary, sentence structure, and organization;
9. textbook series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
10. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
11. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage pursuant to policy 4350; and
12. a reasonable balance of viewpoints regarding controversial issues should be presented.

The following criteria are to be considered in the selection of literary works for classroom use in teaching literature, as well as the assignment of such works to particular grade levels:

1. use of a compositional style which contributes to the reader's critical and appreciative understanding of the work;
2. sophisticated use of literary devices (i.e., metaphor, point of view, tone) to further student understanding of written concepts;
3. levels of student maturity and experience necessary for empathic reading of literature;
4. capacity of a work to capture student interest;
5. thematic treatment which promotes sound and healthy values for students;
6. intrinsic qualities that establish a work as a significant part of the literary heritage; and
7. variety to avoid duplication of theme, plot, setting, etc., unless such duplication affords opportunities for comparison and contrast or serves to reinforce understanding.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials

Ref: Education Law §§701 et seq.; 1711; 2508; 2566

Adoption date: February 27, 2008

LIBRARY MATERIALS SELECTION

The Board of Education supports the establishment and maintenance in each building of library-media centers which provide services to students and staff. The Board delegates the responsibility to the Superintendent or his/her designee for the selection and purchase of materials and equipment.

The library-media staff will work closely with students, staff and administrative personnel in the selection and evaluation of materials for purchase.

In order to provide the Superintendent and his/her staff with guidance in the acquisition of instructional resource material, such as library books, references, audiovisuals, maps, etc., the Board endorses the guidelines approved by the American Library Association that such resources:

1. provide information that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. provide information that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. provide information that will enable students to make intelligent judgments in their daily lives;
4. provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. provide information representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The Superintendent shall be responsible for the selection of resource materials within the aforesaid guidelines and for the determination of factual accuracy, readability, authoritativeness, integrity and quality of format. To assist in the selection process, reputable, unbiased professionally prepared aids (such as the Horn Book, School Library Journal, etc.) shall be consulted as guides.

In order to respond to any complaints about, or challenges to, the selection of library materials, the district has adopted policy and regulation (1420 and 1420-R, Complaints About Curricula or Instructional Materials) establishing a complaint procedure and providing for a committee to review such complaints or challenges.

If any person wishes to permanently remove materials from a school district library, he/she must seek the formal approval of the Board. The Board may determine that such materials should be removed. Such determination must not be based upon official suppression of ideas, but rather upon the educational

suitability of the materials in question. Only the Board and/or the Superintendent may authorize said permanent removal of instructional materials, pursuant to the decision of the Board.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials

Ref: Education Law §§1709(15); 1711(5)(f)
Board of Educ., Island Trees UFSD v. Pico, 457 US 853 (1982)

Adoption date: February 27, 2008

COMPUTER NETWORK/INTERNET ACCEPTABLE USE

Island Trees Union Free School District

Introduction

The Island Trees school district has pursued making advanced technology and increased access to learning opportunities available to students. Our goal in providing these services is to meet the educational objectives of the district and to promote educational excellence by facilitating resource sharing, innovation, and communication in the global community.

The use of these computer resources throughout the district is a privilege. These resources include, but are not limited to, computer hardware, software, the Internet and online resources, peripherals, and communication devices. The district will provide teachers and students with access to the Internet that will enable users to explore thousands of libraries, databases, and web sites as part of the instructional process. Internet access from school computers will be supervised and reserved solely for educational purposes. It is the district's philosophy that having students identify, synthesize and use the vast, rapidly expanding electronic resources will build appropriate responsibility and techniques for sustainable lifelong learning.

The district will take precautions by using filtering software to help eliminate inappropriate Internet sites. The filtering policy (see policy 4526.1, Internet Safety) may not conform to the social values of every student or his/her family. By participating in the use of the Internet, students may gain access to information and communications which they or their parents/guardians may find offensive or inappropriate. The district cannot be held responsible for student access to these materials. Parents/guardians assume the risk by consenting to allow the students to participate in the use of the Internet. Students may use the Internet only if they have been granted parental permission and have submitted the required forms.

The smooth operation of the network relies upon the proper conduct of users who must adhere to strict guidelines. These guidelines are provided here so that users are aware of the responsibilities they are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a district user violates any of these provisions, his or her account may be restricted, suspended, or cancelled.

The signatures on the appropriate exhibit to this policy shall indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

Acceptable Use Guidelines

The following guidelines have been established for acceptable use of the Island Trees School District's computer network and Internet access. Users must be aware that the district reserves the right to ensure compliance through electronic monitoring of network and Internet usage. Every effort will be made to maintain privacy and security in this process.

General:

1. The use of each account must be in support of education and research and consistent with the education objectives of the Island Trees School District. This means students are seeking information directly related to course and class work in the school. The district reserves the right to prioritize use and access to the system. Game sites, E-mail, auction sites (such as ebay), chat rooms, event booking, etc. cannot be accessed. Illegal activities are strictly forbidden and will result in disciplinary action.
2. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their passwords with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
3. Any use of the system must be in conformity to state and federal law, network provider policies and licenses and district policy. Use of the system for commercial solicitation is prohibited. Use of the system for charitable purposes must be approved in advance by the Superintendent or designee.
4. The system constitutes public facilities and may not be used to support or oppose political candidates of ballot measures.
5. No use of the system shall serve to disrupt the operation of the system by others; system components including software and hardware shall not be destroyed, modified or abused in any way. Personal software or hardware may not be used on the system without permission. Food and beverages may not be brought into computer rooms or the school media center.
6. Malicious use of the system to develop programs that harass others or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
7. Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory or threatening remarks, or other antisocial behavior are expressly prohibited.
8. Use of the system to access, store, or distribute obscene or pornographic material is prohibited.
9. The Superintendent or designee must approve subscriptions to mailing lists, bulletin boards, chat groups and commercial online services and other information services.

10. The use of the district network is a privilege to be used responsibly, fairly, and appropriately. The same behavioral expectations of students in school and the community apply to online behavior.
11. The rights of others to use the network without disruption must be respected at all times.
12. District-owned hardware and software must be treated with care to ensure its availability to others and should not be vandalized, damaged, stolen, or abused in any way.
13. The district cannot be held responsible for damages including loss of data resulting from delays or service interruptions. The district is not responsible for the accuracy or quality of information found on the Internet.
14. Downloading of files by students is limited to files related to instructional resources associated with school curriculum.
15. Users may not publish new web pages or modify existing web pages without the written authorization of a designated staff member.
16. Users may not download or upload files without authorization of a designated staff member.
17. Attempts must not be made to run or install programs that are not authorized by a designated staff member.
18. Attempts must not be made to intentionally degrade or disrupt the computer network, including the deliberate spreading of computer viruses.

Personal Security:

19. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their passwords with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
20. Users shall not seek information on, obtain copies of, modify files, other data or passwords belonging to others, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
21. Communications may not be encrypted as to avoid security review.
22. Security guidelines will be developed and posted to address the frequency of password changes.
23. Communications and files on the district server are not private. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly.
24. Personal information such as names, addresses and telephone numbers must remain confidential when communicating on the system. Students must never reveal the personal information of themselves or others.
25. Students must never make contact with any person that they have contacted on the Internet.
26. Students must notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Ethical and Legal Considerations:

27. The use of the computer network must conform to district policies and local, state, and federal laws.
28. Use of the network to access, store, distribute or promote illegal activities such as bomb-making, drugs, gambling or pornography is prohibited.
29. Use of the network to promote racism, sexism, or other forms of discrimination is prohibited.
30. Use of the network to install, use, store, duplicate or distribute copyrighted materials, including software, files, video clips, photographs, text, music, or speech is prohibited.
31. Use of the network to plagiarize the work of others is prohibited.
32. Use of the network for non-school related promotion of political candidates or causes is prohibited.
33. Use of the network for commercial advertisements or profit-making purposes is prohibited.
34. Users must refrain from activities that may result in the district incurring any charges of damages.

Staff Responsibilities:

- A. It is the responsibility of staff members to help implement this policy by taking the following steps with their students:
 1. Inform all students through postings, orientations and reminders about the guidelines and behavioral expectations of students who have permission from a parent/guardian, including the consequences for misuse.
 2. Take reasonable measures to prevent students without parent/guardian permission from using the computer network.
 3. Take appropriate disciplinary actions when students violate any aspect of this policy.
 4. Report serious violations to an administrator.
 5. Respond immediately to student notification of dangerous, illegal, obscene, or inappropriate information transmitted over the computer network and report it to an administrator.
 6. Make sure that all computer monitors be clearly visible to the supervising teacher.
 7. Monitor and supervise content that users reproduce, exchange, or transmit through electronic means.
 8. Prohibit the use of any personal information electronically. This includes full name, home telephone numbers and addresses as well as information regarding the specific location of any student at any given time.

2. Notification of school authorities.
3. Notification of parent/guardian.
4. Permanent suspension of access to the computer network and the Internet.
5. Financial restitution.
6. Legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

Island Trees Union Free School District network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. Users must acknowledge in writing (see the attached forms) their understanding of the general policy and guidelines as a condition for using the networks.

Cross-ref: 4526.1, Internet Safety

Adoption date: February 27, 2008

Amended date: November 18, 2009

B. E-Mail Acceptable Use Guidelines:

“Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of the Island Trees School District and to each user’s job duties and responsibilities. Users shall have no right to privacy while using the Island Trees internet or e-mail system. E-mail may not be used for personal purposes. “Unacceptable” use is defined generally as activities using Island Trees UFSD hardware, software, or network(s) at any time that does not conform to the purpose, goals, and mission of the district and to each user’s job duties and responsibilities. The following list, although not inclusive, provides some examples of uses:

1. Opening unknown e-mail attachments or introducing computer worms or viruses. Users are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).
2. Using e-mail services for private, commercial or business transactions and any activity meant to foster personal gain.
3. Using your e-mail address to subscribe to websites or other internet services that do not conform to your duties and responsibilities.
4. Conducting non-Department of Education fund raising or public relations activities such as solicitation for religious and political causes or not-for-profit activities
5. Transmitting threatening, offensive, or harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal data.

C. Teacher Web Pages Acceptable Use Guidelines:

Subject to district-wide policies and procedures, teachers may establish web pages for use with class activities or to provide a resource for other teachers and students. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the Island Trees UFSD. The Island Trees UFSD reserves the right to remove any teacher access to School World account should the site be misused or not keep current during the school year.

Consequences of Violations: The consequences for violating this policy may include **any one** of the following as determined by the Superintendent or his/her designee:

1. Restricted network access (i.e., temporary suspension or access to the computer network and the Internet.

COMPUTER NETWORK/INTERNET ACCEPTABLE USE SUMMARY**Island Trees Union Free School District**

The district has pursued making advanced technology and increased access to learning opportunities available to students and staff.

Our Goals are:

- To provide technology services which meet the educational objectives of the district.
- To promote educational excellence by facilitating resource sharing, innovation, and communication in the global community.

Our Resources include, but are not limited to:

- Computer hardware
- Software
- The Internet and online resources,
- Peripherals
- Communication devices

The use of these computer resources throughout the district is a privilege. The following guidelines have been established for acceptable use of the district's computer network and Internet access:

1. The use of each account must be in support of education and research and consistent with the educational objectives of the district.
2. System accounts are to be used only by the authorized owner of the account for the authorized purpose.
3. Any use of the system must be in conformity to state and federal law, network provider policies and licenses and district policy.
4. District-owned hardware and software should be treated with care to ensure its availability to others and should not be vandalized, damaged, stolen, or abused in any way.
5. Personal software may not be used on the system and downloading of files by students is limited to files related to instructional resources associated with school curriculum.
6. Food and beverages may not be brought into computer rooms or the school media center.
7. Users are responsible for the appropriateness and content of material they transmit or publish on the system.
8. The Superintendent or designee must approve subscriptions to mailing lists, bulletin boards, chat groups and commercial on-line services and other information services.

9. The district cannot be held responsible for damages including loss of data resulting from delays or service interruptions. The district is not responsible for the accuracy or quality of information found on the Internet.

Adoption date: February 27, 2008

**COMPUTER NETWORK FOR EDUCATION EXHIBIT
ACKNOWLEDGMENT OR RESPONSIBILITIES**

I. EMPLOYER USER – INTERNET USER AGREEMENT:

This Agreement must be renewed each academic year.

I understand and will abide by the terms and conditions contained in the Island Trees Union Free School District's *Computer Resources and Data Management Regulation* No. 8630, and *Computer Network/Internet Acceptable Use Policy* No. 4526 and corresponding Regulations, copies of which I have received and read.

I understand that I have no right to privacy when I use the District's Computer Network and the Internet, and I consent to District staff monitoring my communications.

I understand that any violation of this Policy and/or Regulation may result in my access to privileges being revoked and/or the District taking disciplinary action and/or appropriate legal action against me.

In consideration for the privilege of using the District's Computer Network and in consideration for having access to the Internet, I hereby release the District, its Board of Education, employees, operators, and any institutions with which it is affiliated from any and all claims or damages of any nature arising from my use of, or inability to use, the Computer Network including, without limitation, the type of damages identified in the District's Policy and Regulation.

Employee's Name (Please Print)

Signature

Date

Adoption date: November 18, 2009

COMPUTER NETWORK/INTERNET ACCEPTABLE USE EXHIBIT

Island Trees Union Free School District Internet Acceptable Use Authorization (Grades K-4) Parent/Guardian Permission Form:

Due to the content of the Acceptable Use Policy, younger children may not fully understand what is being conveyed; therefore, we recommend that you read and discuss the following with your child.

The Internet is a special tool that can help me learn, communicate and solve problems. Before I can use the Internet at my school, there are some promises I need to make to my teacher, my classmates, my parents and myself. These promises are made to keep me safe and to make my time on the Internet fun, interesting and educational.

- **I will** take care of the computer hardware and software so that it is available to others.
- **I will** be polite and courteous when online and use language that is respectful of others.
- **I will** never share personal information online including my name, address, phone number or picture.
- **I will** immediately tell an adult if I am asked anything that makes me uncomfortable or see anything that I don't understand.
- **I realize** that if I do not follow these guidelines, the privilege of using the district network and Internet will be suspended.

As parent/guardian of _____, I have read the "Internet Acceptable Use Policy" and understand the educational services that are available, the precautions that have been taken by the district to eliminate controversial material and the behavioral expectations and consequences that are in place. I have discussed these guidelines with my child and understand that my child's teacher will review this policy with my child as well.

By checking the appropriate box below, I give permission to my child to use the Internet through grades K, 1 2, 3 and 4. I have the right to withdraw my permission at any time. In order to do so, I will submit a written letter to the school principal.

I give my child permission to use the Internet.

I do not give my child permission to use the Internet.

Parent/Guardian Name: _____ **Phone:** _____
Signature: _____ **Date:** _____
School: _____ **Teacher** _____ **Grade:** _____

Disclaimer: Although the district has taken reasonable precautions, we cannot guarantee nor can we be responsible for the security, accuracy or appropriateness of content distributed through our network. The district will not be liable for financial or legal obligations arising from the unauthorized use of our system.

Adoption date: February 27, 2008

COMPUTER NETWORK/INTERNET ACCEPTABLE USE EXHIBIT

Island Trees Union Free School District
 Internet Acceptable Use Authorization (Grades 5-12)
 Parent/Guardian Permission Form:

As parent/guardian of _____, I have read the "Internet Acceptable Use Policy" and understand the educational services that are available, the precautions that have been taken by the district to eliminate controversial material and the behavioral expectations and consequences that are in place. I have discussed these guidelines with my child and understand that my child's teacher has already reviewed this policy with my child as well.

By checking the appropriate box below, I give permission to my child to use the Internet through grades 5, 6, 7, 8, 9, 10, 11 & 12. I have the right to withdraw my permission at any time. In order to do so, I will submit a written letter to the school principal.

I give my child permission to use the Internet.

I do not give my child permission to use the Internet.

Parent/Guardian Name: _____ Phone: _____

Signature: _____ Date: _____

If parent/guardian grants permission, please complete the following:

Student Contract:

I understand that when I am using the Internet or any other telecommunication environment, I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by either Federal, State or local laws, and the Island Trees Union Free School District. I have read the "Internet Acceptable Use Policy" and have discussed it with my parent/guardian.

My signature below, and that of my parent/guardian, means that I agree to follow the guidelines and will use the system appropriately at all times.

Student Name _____ Grade _____ School _____

Student Signature _____ Date _____

Disclaimer: Although the district has taken reasonable precautions, we cannot guarantee nor can we be responsible for the security, accuracy or appropriateness of content distributed through our network. The district will not be liable for financial or legal obligations arising from the unauthorized use of our system.

Adoption date: February 27, 2008

INTERNET SAFETY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The computer network coordinator designated under the district's Computer Network or Acceptable Use Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's Acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

Ref: Public Law No. 106-554
47 USC §254
20 USC §6801

Adoption date: February 27, 2008

INTERNET SAFETY REGULATION

The following rules and regulations implement the Internet Safety Policy adopted by the Board of Education to make safe for children the use of district computers for access to the Internet and World Wide Web.

I. Definitions

In accordance with the Children's Internet Protection Act,

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

II. Blocking and Filtering Measures

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

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

III. Monitoring of Online Activities

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

IV. Training

- The district's computer network coordinator shall provide training to staff and students on the requirements of the Internet Safety Policy and this regulation at the beginning of each school year.
- The training of staff and students shall highlight the various activities prohibited by the Internet Safety Policy, and the responsibility of staff to monitor student online activities to ensure compliance therewith.
- Students shall be directed to consult with their classroom teacher if they are unsure whether their contemplated activities when accessing the Internet or Worldwide Web are directly related to their course work.
- Staff and students will be advised to not disclose, use and disseminate personal information about students when accessing the Internet or engaging in authorized forms of direct electronic communications.

- Staff and students will also be informed of the range of possible consequences attendant to a violation of the Internet Safety Policy and this regulation.

V. Reporting of Violations

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

Adoption date: February 27, 2008

FIELD TRIPS AND EXCURSIONS

The Board of Education recognizes the desirability of providing off-campus experiences which will enhance the educational program of the school system. The Superintendent of Schools will determine the frequency and content of class field trips. Each student must secure the permission of his/her parent or guardian before participating in such activity.

Factors relevant in consideration of approval of such field trips may include the relationship to the curriculum, the distance of the trip, availability of transportation, the cost involved, weather conditions, and full utilization of transportation. In order to make necessary transportation arrangements, all requests for day field trips must be submitted to the appropriate Building Principal at least one month prior to the trip date.

Overnight Field Trips

Trips in excess of one day involving overnight travel should be approved by the Superintendent of Schools prior to making any commitments or arrangements. Requests for overnight trips should be made at least three months in advance of the planned event.

Transportation

When the district provides transportation to students on a school-sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the district unless:

1. the parent or legal guardian of a student participating in such event has provided the district with a written notice authorizing an alternative form of return transportation for the student; or
2. intervening circumstances make such transportation impractical.

Where intervening circumstances have made transportation back to the point of departure or to the appropriate school in the district impractical, a representative of the district shall remain with the student until such student's parent or legal guardian has been contacted and the student has been delivered to his/her parent or legal guardian.

Ref: Education Law §§1604; 1709; 1804; 1903; 2503; 2554; 2590-e

Adoption date: February 27, 2008

SCHOOL VOLUNTEERS

The Board of Education recognizes that the use of volunteers strengthens school/community relations through positive participation, builds an understanding of school programs among interested citizens, and can assist district employees in providing more individualized and enriched opportunities in instruction. The Board encourages volunteers from all backgrounds and age groups who are willing to share their time, training, experience or personal characteristics to benefit the students of the district.

Volunteers may be involved in many facets of school operations, from mentor/tutor relationships to clerical tasks. Volunteers shall not be used to provide transportation for school-sponsored activities.

No volunteer shall be permitted to have unsupervised direct contact with students.

School personnel who are responsible for tasks or projects that involve the use of volunteers shall identify appropriate tasks and time schedules for such volunteer activities, as well as make provisions for adequate supervision and evaluation.

Persons wishing to volunteer must contact the Superintendent, Building Principal, appropriate administrator, or other individual designated by the Superintendent or Building Principal and must complete a volunteer application form. The application form shall require the volunteer applicant to disclose any criminal convictions. The application form shall also require the applicant to identify two non-family member personal references. The Superintendent, Building Principal, or appropriate administrator shall be responsible for ensuring that both references are contacted before the volunteer begins rendering volunteer services to verify that the individual is of good moral character.

The district shall retain a complete record of all information obtained through the application process for the same period of time it retains information regarding district employees.

All volunteers are required to act in accordance with district policies, regulations and school rules. Any staff member who supervises volunteers may ask any volunteer who violates district policies, regulations or school rules to leave school grounds.

Each Building Principal shall be responsible for maintaining a current and complete list of all active volunteers and their assignments.

Adoption date: February 27, 2008

GRADING SYSTEMS

Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.

The district shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system.

Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities. Parents/guardians shall be provided a written report card at least four (4) times a year regarding their child's progress. The use of marks and symbols will be appropriately explained.

Grading shall not be used for disciplinary purposes, i.e., reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

The professional judgment of the teacher shall be respected. Once a grade is assigned to a student by a teacher, the grade may only be changed by a district administrator after notification to the teacher of the reason for such change. Should an administrator enforce a grade change, he/she shall be prepared to report to the Superintendent of Schools.

Cross-ref: 5100, Student Attendance

Ref: Education Law §§3202; 3205 et seq.
Matter of Nathaniel D., 32 EDR 67 (1992)
Matter of Hegarty, 31 EDR 232 (1992)
Matter of Shepard, 31 EDR 315 (1992)
Matter of Handicapped Child, 32 EDR 83 (1992)
Matter of Ackert, 30 EDR 31 (1990)
Matter of Augustine, 30 EDR 13 (1990)
Matter of Boylan, 24 EDR 421 (1985)
Matter of Burns, 29 EDR 103 (1989)

Matter of Chipman, 10 EDR 224 (1971)
Matter of Dickershaid, 26 EDR 112 (1986)
Matter of Fitchett-Delk, 25 EDR 178 (1985)
Matter of Gibbons, 22 EDR 134 (1982)
Matter of LaViolette, 24 EDR 37 (1984)
Matter of MacWhinnie, 20 EDR 145 (1980)
Matter of McClurkin, 28 EDR 136 (1988)
Matter of Reid, 65 Misc 2d 718 (1971)
Matter of Rivers, 27 EDR 73 (1987)
Matter of Shamon, 22 EDR 428 (1983)

Adoption date: February 27, 2008

STUDENT PROGRESS REPORTS TO PARENTS

An important aspect of the instructional program of the school is reporting student progress to parents. The goal is to communicate as often as is necessary and as effectively as possible with the parents of each child, and to encourage parents to communicate with the school.

Parents/guardians shall be provided with reports on their child's progress. Copies of letters sent to parents/guardians relating to a particular situation or problem will be kept in the student's folder.

The district's formal reporting system includes report cards and/or forms developed by the professional staff and issued periodically, scheduled conferences between parents and teachers, and interim reports issued as needed or required. Parents are urged to visit the school and to confer with guidance counselors and teachers as deemed necessary.

Staff members are urged to maintain informal contact with parents through telephone calls and notes.

Cross-ref: 1900, Parental Involvement
 4710, Grading System

Adoption date: February 27, 2008

HOMEWORK

Homework is recognized and encouraged as a valuable activity and as an appropriate extension of classroom instruction. Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Teachers are cautioned to avoid overloading students with excessively lengthy homework assignments or with overly brief and empty assignments. The planning of homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

Homework shall be assigned according to these guidelines:

1. Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
4. The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the grade given for the homework is dependent on the student's performance.
5. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly evaluated.

The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

Adoption date: February 27, 2008

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. To this end, the district will make every effort to place each student in the most appropriate learning level for a successful educational experience.

District curriculum guides indicate goals for achievement by the "average" student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression:

Early Identification/Intervention

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; remedial classes; a change in instructional treatment, and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion/Retention

Elementary schools (Grades K-4). At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects -- Reading, English, Mathematics, Spelling, Social Studies and Science -- shall have their cases considered on an individual basis and may be retained. Retention shall be limited to those situations where the best interest of the child is reasonably assured. Diligent effort shall be made to use all available resources to determine the child's appropriate placement. Placement in grade seven requires completion of the elementary course of study.

Middle schools. Criteria for grades K-4 shall apply to grades 5-6. For grades 7-8, students who pass all subjects but one (or who fail one subject) shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, but in typical cases shall be promoted with recommendation for either summer school or assignment to a lower academic ability group. The decision shall be arrived at by consensus from a case conference approach involving teacher, Principal and guidance counselor.

Students who fail two subjects shall have their cases considered on an individual basis through a case conference approach described above.

Students who fail more than two subjects shall fail for the year.

Senior High School. In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of the following units of credit at each level:

Promotion to Grade 10:	accumulation of 5½ credits total
Promotion to Grade 11:	accumulation of 10 credits total
Promotion to Grade 12:	accumulation of 15½ credits total

However, the Building Principal may place a student in a grade 12 homeroom if, in his/her judgment, the student has planned a program which will permit sufficient units and sequences to be earned for graduation. Such placement will require written approval of the parent/guardian.

Academic standards. Building Principals shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Superintendent of Schools each year.

Retention. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. If a consensus cannot be reached, the Building Principal shall make the decision with approval from the Superintendent.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

Ref: Education Law §§1709; 2503(4); 3202
8 NYCRR §100.4
Isqwith v. Levitt, 285 App. Div. 833; 137 N.Y.S.2d 497 (1955)
Matter of Eckert, 13 EDR 270 (1979)
Op. Counsel, 1 EDR 775 (1952)

Adoption date: February 27, 2008

GRADUATION REQUIREMENTS

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

Participation in the graduation exercises will be predicated on satisfactory completion of all graduation requirements.

Adoption date: February 27, 2008

COMMENCEMENT EXERCISES

Each spring, district staff will arrange for appropriate awards and recognition programs and graduation exercises. There will be no formal graduation exercises for elementary and middle schools.

High School – Graduation Exercises

Commencement exercises shall be simple, dignified and as brief as possible. Commencement shall place emphasis upon the senior class members and not upon donors of prizes or scholarships.

Middle School – Moving Up Exercises

A program of “moving up” exercises shall be designed to formally recognize the movement of Grade 8 students to the High School. Such exercises shall be simple, dignified but informal, and as brief and possible.

Student participation in these exercises shall imply that they have satisfactorily completed the prescribed courses of study and that upon successful completion of their final examination will be entitled to be promoted and move into the High School.

Elementary School – Fourth Grade Moving-Up Exercises

The administration is authorized to set up a fourth grade promotion exercise in the elementary school buildings of the district to recognize the movement of Grade 4 students to the Memorial Middle School.

Adoption date: February 27, 2008

TEACHING ABOUT CONTROVERSIAL ISSUES

The Board of Education recognizes their broad responsibility for providing for a course of study in the schools that is appropriate to the age and ability of the students in the district. The Board also recognizes that within the broad parameters of curriculum, a teacher must be free to engage the classroom discussion and debate in order to stimulate the exchange of ideas and critical thinking.

Controversial issues may arise that deal with matters about which there are varied levels of opposing views, biases emotions, and/or conflict. The Board wishes to ensure that controversial issues are presented in a manner that preserve the academic integrity of the district and reflects community values. Therefore, the Board establishes the following guidelines for teachers to follow when presenting controversial issues in the classroom:

1. In the classroom, matters of a controversial nature shall be handled as they arise in the normal course of instruction and not introduced for their own sake. Such issues shall be neither sought nor avoided.
2. When presenting various positions on a controversial issue, the teacher shall take care to balance major views and to assure that as many sides of the issues as possible are presented in a fair manner, with no position being espoused by the teacher as the only one acceptable.
3. When materials dealing with controversial topics are to be used, assigned or recommended, such materials must:
 - have educational value and be relevant to the curriculum;
 - be appropriate to the age and maturity level of the students; and
 - not adversely affect the attainment of the district's instructional goals or result in substantial disruption of the normal operation of the classroom.

Prior to presenting controversial materials to their students all teachers shall:

1. review carefully any and all material to be distributed to students with the understanding that they will be responsible and accountable for all materials distributed; and
2. notify the Department Chairperson or Principal in advance of the dissemination of any material likely to be considered controversial by staff, class or community.

The Chairperson and/or Principal will review the materials pursuant to the guidelines above.

Ref: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969) (students have First Amendment rights)

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988) (limitations on students First Amendment rights in an educational setting)
Board of Education v. Pico, 457 U.S. 853 (1982) (balance discretion of the Board over educational affairs with student's constitutional rights)
Appeal of Malverne Union Free School District, 29 Educ. Dep't. Rept. 363 (1990) (teachers First Amendment rights in an educational setting)
Appeal of O'Connor, 29 Educ. Dep't. Rept. 48 (1989) (notification prior to dissemination of controversial materials)

Adoption date: February 27, 2008