

STUDENT LEARNING GOALS AND DISTRICT INSTRUCTIONAL OBJECTIVES

Our Mission is to nurture and enrich our students' natural delight in learning and in the powers of the mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond the routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

Schools, Families, Students

Quality schooling, strong home support and a student's own desire for learning are essential to academic success. The Board is committed to developing high quality learning environments for all students. Together, school and home should focus primarily on the student's progress toward North Shore's learning goals and shared valued outcomes and on how to improve in the future. This relationship should be based on respectful and direct communication, open-mindedness and willingness to listen. It should build on success, as opposed to blame.

The family must understand that as they strive to educate each student individually, principal and teacher have obligations to all students and school first, consistent with educational judgments about the common good.

Consistent with these principles, the Board and the district will:

1. Help families understand the goals for students, student progress, and methods they can use at home to support successful learning.
2. Encourage families to develop values conducive to personal responsibility and learning, and will encourage the support of academic learning at home.
3. Encourage students to take responsibility and be accountable for meeting standards and for their learning more generally.

Adoption date: June 15, 2006

Revised: December 10, 2015

EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS

In accordance with the federal No Child Left Behind Act, the Board of Education directs that services in Title I schools and programs, when taken as a whole, shall be substantially comparable to services in schools and programs that do not receive Title I funds. This includes curriculum materials, instructional supplies, and personnel (teachers, administrators, and other personnel).

The Superintendent of Schools shall follow the State Education Department guidelines in determining such equivalence on an annual basis, and report to the Board, upon request, on the status of district schools with regard to equivalence. The district shall maintain records, updated biannually, documenting this equivalence.

Complaints regarding the district's implementation of this equivalence requirement shall be addressed in accordance with Board policy 1400, Complaints from the Public.

Cross-ref: 1400, Complaints from the Public

Ref: 20 USC §6321(c) (No Child Left Behind Act of 2001)

Adopted: August 29, 2019

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 clearly articulated K-12 program of instruction.

The district shall discuss all proposed changes in instructional organization with appropriate members of the collective bargaining units, shared decision-making teams, parent-teacher organizations, community members and student representatives. Administrators are also encouraged to review and implement current research findings in these areas, and submit related recommendations to the Board periodically.

Adoption date: June 15, 2006

Revised: December 10, 2015

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 no later than December 1 of each year. The number of days scheduled for students will meet or exceed the requirements of state law.

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

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

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 assessed.
- Provides for the ongoing review, assessment 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, skills, and understanding as well as application of such knowledge, skills and understanding 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 and district shared valued outcomes established by the state, various academic professional organizations and the Board.

The Assistant Superintendent for Instruction, under the authority of the Superintendent of Schools, has responsibility for developing, evaluating and improving the curriculum and associated materials, including syllabi, curriculum maps and units of study. Curriculum shall be developed as a cooperative undertaking of teachers and administrators.

The curriculum shall:

- Comply with state mandates regarding course offerings and essential knowledge, skills and understanding
- 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.

The curriculum shall consist of:

- Overarching conceptual frameworks aimed at imparting specific skills, abilities, understandings. Such frameworks are explicit in syllabi, curriculum maps, and content units of study.
- Monthly, weekly and daily learning activities to implement the syllabi, curriculum maps and units of study.
- Materials required to carry out the activities.
- Assessments to evaluate curriculum effectiveness

The process of curriculum development shall as fully as possible incorporate the unique and differing perspectives and expertise of both teachers and administrators. The curriculum is subject to approval by the Superintendent, under the authority of the Board. Further information on curriculum development can be found in policy 3210, Administrative Team.

Curriculum Adoption

The Superintendent shall present changes to the written curriculum for Board adoption whenever necessary. Prior to adoption, the Board will review the curriculum to ensure consistency with Board-adopted learning objectives. In addition, the Board will adopt instructional materials that support the adopted curriculum. The Superintendent shall present curriculum reports two times per year, which the Board shall review.

Curriculum Implementation

Implementation of the curriculum rests primarily with the Directors, Teacher Leaders and 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 and Teacher Leaders/Directors shall be responsible for the management of the implementation of the aligned curriculum at the building level. They 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 Assistant Superintendent for Instruction, under the authority of the Superintendent and with the input of Building Principals, Directors, Teacher Leaders and Teachers. Such maps will provide the necessary information to direct instruction and ensure continuity among and between grade levels. The maps shall also include a description of the essential knowledge, skills and understanding for the course, instructional philosophy, appropriate sequence, and correlation of major resources. Curriculum maps shall be made available to parents and community members on line or upon request to promote understanding of district goals and objectives.

Curriculum Review

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 curriculum shall be reviewed on an ongoing basis through curriculum mapping. The Superintendent shall develop guidelines to evaluate the instructional program to ensure its continued effectiveness. With prior Board approval, the Superintendent may conduct pilot programs deemed necessary to the continuing improvement of the instructional program.

The Superintendent shall report his/her findings regarding the effectiveness of the instructional program to the Board periodically, and, if necessary, shall recommend changes to the district's curriculum.

Cross-ref: 3210, Administrative Team
4220, Innovation

Ref: Education Law §§1709(3); 1711(5)

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

ASSESSMENT

The purpose of evaluating student and school performance is to assess the educational and fiscal effectiveness of the District's efforts to achieve its goals. Therefore, assessment should be both formative and summative and the results should be viewed as part of the developing picture of a student or group of students' progress throughout a school career.

Assessments should require students to demonstrate knowledge and understanding directly, be interesting and engaging, approximate real-world tasks and be as much a natural part of the learning process as possible. While conclusions about student performance must rest on a considered review of varied sources of information and on observations and data acquired over time, a pattern of student performance may be an indicator of teacher performance and may be used to support professional development.

Assessment should be used to review, support and reflect on the District's goals and shared valued outcomes. Assessments, including, standardized testing and New York State Assessments should be used as one piece of an overall picture to measure student performance and to inform instruction and curricular decisions. Preparation for these assessments shall be balanced to include the study of a rigorous well articulated curriculum, with preparation regularly imbedded within instruction, as well as familiarizing students with appropriate strategies for success.

The Board of Education receives and reviews yearly assessment reports from the Superintendent of Schools as part of its broad program appraisal, planning and resourcing responsibilities.

Adopted: November 29, 2007
Reviewed: December 9, 2011
Revised: January 6, 2012
Revised: December 10, 2015

Assessment Regulation

Public school stakeholders - district faculty, staff and administrators; students and their families; residents, and taxpayers - want detailed answers about how our schools are functioning. The Board of Education annually assesses major aspects of the district's performance - how well it is mobilizing its financial and human resources; how effective it is in day-to-day operations, and, most importantly, how it is progressing toward fulfilling its educational mission. This policy is concerned with the assessment of our educational program.

It is the shared responsibility of all district stakeholders to create an optimal environment for student learning to occur. Our richly-textured, well-articulated curriculum - aligned with the standards of New York State and various discipline-based professional organizations - lays out a vision of what it means to be a well-educated person in our globally competitive society and demands rigorous, sophisticated and complex learning.

Students today are expected to develop a broad knowledge of the disciplines and to be able to work collaboratively, to think creatively and to adapt quickly and imaginatively to changing circumstances. We expect our students to develop a broad knowledge base and a mastery of processes and skills that will help them become purposeful and responsible citizens. Since student learning is often invisible to others, our challenge is to find ways to measure what our students have learned.

Realizing that neither a single nor limited set of measures can adequately assess student progress, or meaningfully inform our goal of improving student learning, we support the use of a variety of assessments - formal and informal, summative and formative, high and low-stakes, anonymous and public, individual and collective.

In order for assessments to have significance in the learning continuum, and to provide meaningful feedback to teacher and student, the following provisions are inherent in an effective teaching/learning process:

1. Assessments shall be constructed to determine curriculum achievement and/or to expand on assigned subject matter.
2. Students shall be apprised of the content, parameters and expectations of tests and assessments in a timely fashion.
3. Assessments, both the questions and student responses, shall be returned to the students with prompt feedback about their understanding and performance.

The North Shore School Board of Education recognizes the value of summative assessments which generally appraise student learning at key junctures and compare performance against a standard or benchmark. In grades K-8 some summative assessments, such as the state's ELA and Math exams, are meant to be diagnostic of individual and collective proficiency of students, teachers and schools with results informing decisions about academic support, professional development and realignment of curriculum. The Board recognizes the need to familiarize students with the format of these assessments. However, it is expected that the teaching of a quality curriculum, aligned with the standards will provide students with the foundation necessary to perform well on these assessments. Others summative assessments are high stakes, such as high-point-value mid-term and/or final exams, papers, projects and the like in high school courses, and externally created Regents exams, IB and AP course tests. The Board recognizes that suitable preparation, which may include practice questions and exams are valid learning tools.

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Data from summative assessments may be used formatively to guide efforts to improve student learning, but for the purpose of gauging the on-going efficacy of our programs and the effectiveness of our professional staff, the North Shore Board of Education favors the use of a diverse body of formative assessments.

Formative assessments are low-stakes activities that take a variety of forms and occur in all classes at all grade levels throughout the year and include basic classroom activities such as quizzes, spoken or written responses, projects, observations, group work, and a vast array of creative variations. Formative assessments provide rapid feedback to guide both a teacher's teaching and a student's learning. Some assessments are more useful than others for appraising particular learning objectives; all are most useful when properly aligned with curricular goals and instructional strategies. Respect for varied teaching styles and pedagogic autonomy dictate wide latitude for teachers to develop assessments best suited to their classroom practices.

A diverse body of formative assessments that are embedded as an intrinsic part of the learning process will enable students over time to become proficient at a wide range of performance measures, will better capture a broad spectrum of learning styles and intelligences, and will offer every student an opportunity to succeed and every teacher an opportunity to grow professionally. The best formative assessments:

- require students to demonstrate knowledge and understanding directly;
- nourish capacities for creativity, evaluation and analysis;
- support collaborative learning;
- link learning meaningfully to big ideas;
- are understood as isolated, contextual and partial indicators of student proficiency;
- help students identify their own strengths and weaknesses;
- enable teachers to see where students are struggling and address individual problems and improve overall instructional practices;
- assist administrators in identifying patterns of student learning across grade levels or disciplines that indicate best practices to be shared or reveal areas in need of attention.

The Board of Education recognizes that the use of clear performance measures communicates a high degree of competence, establishes a culture of transparency and accountability, and builds public support for our schools. The board annually reviews in public session the Superintendent's Report on Student Achievement, and regularly reviews internally generated reports on curriculum and professional development and educational program initiatives, and external state reports on student performance. Recognizing the essential part that extra-curricular activities play in student development and in fostering a sense of community, The Board encourages the community to support student achievement in art, in music, in athletics, and in special interest organizations and activities that give our students an opportunity to shine outside the classroom.

Adopted: May 22, 2014
Revised: May 9, 2019

COURSE ADDITIONS

Faculty shall develop new secondary school courses consistent with the North Shore Mission and applicable New York State regulations. Proposals for new courses shall be reviewed by the building principal and Assistant Superintendent for Instruction and submitted for approval to the Superintendent of Schools, who shall inform the Board of Education prior to the introduction of any new course.

The Superintendent of Schools shall be responsible for seeing that new courses are evaluated at least annually and that all courses undergo ongoing appraisal to determine their effectiveness.

Course effectiveness and decisions to introduce new courses shall be determined by the degree to which the courses further the North Shore Mission, North Shore's annual goals and objectives established under the authority of the Superintendent of Schools.

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

INNOVATION

The Board of Education encourages innovation in the educational program and in teaching, consistent with the Mission. In the spirit of collegiality and empiricism, innovation shall:

- Have reasonable promise of promoting student learning and welfare;
- Derive from responsible research and/or theory;
- Be open to professional scrutiny and subject to collegial review; and
- Be subject to evaluation and revision.

Effective innovation fosters student learning as evaluated by:

- the degree to which it realizes the Mission; and
- assessments administered by the faculty with the approval and authority of the Superintendent of Schools.

Faculty and administrators may initiate experiments and innovations under the authority of the Superintendent of Schools, provided that they provide timely communication of their plans to the appropriate authorities on the professional staff and receive appropriate permission. They will maintain communication with those in professional authority about progress and the results of assessments. Those in authority may require independent assessments and program adaptations and may make decisions about the continuation or termination of experimental or innovative efforts.

Proposals for innovations 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 Directors or Teacher Leaders, where appropriate, or to the Building Principal. The proposal will then be referred to the Superintendent of Schools for administrative review. All innovations will be recommended by the Superintendent to the Board for approval prior to implementation.

The Superintendent will submit periodic reports to the Board on all ongoing projects and evaluations. The Board may request a review of any program at any time.

Adoption date: June 15, 2006

Revised: December 10, 2015

LESSON PLANS

The Board of Education delegates to each Building Principal the authority to approve the required daily and long range lesson plans of each teacher, recognizing that plans may vary in approach, technique and procedure consistent with the curriculum. Principals, Assistant Principals, Teacher Leaders and Directors are responsible for supervising and supporting teachers as they develop and implement lesson plans.

Adoption date: June 15, 2006

Reviewed: April 29, 2010

Revised: May 6, 2010

Revised: December 10, 2015

LESSON PLANS REGULATION

1. All teachers are to have written lesson plans which shall be prepared at least one or two days in advance of classes. It is expected that there might be a need for last minute changes, unanticipated revisions or delays and postponements of lessons, and this should be added as notes to the plans when they occur.
2. The actual format to be used shall be approved by the Building Principal and shall be reviewed and approved by the Assistant Superintendent for Instruction
3. Each Building Principal shall develop a practice for regular review of the lesson plans.
4. A statement shall be included in each school building handbook delineating the provisions of this regulation as well as the implementation procedures adopted by the school.
5. Written plans shall include
 - a. core understandings that students are to develop
 - b. learning strategies and methods to be used to develop student understanding
 - c. methods by which the teacher will determine the level of student understanding
 - d. next steps to be taken to enhance student understanding
 - e. homework or out-of-class assignments; and
 - f. a description of materials and equipment necessary for instructional purposes.
6. Lesson plans shall be readily accessible not only to the classroom teacher, but to substitute teachers as well through the Building Principal. When a teacher anticipates absence, additional or more detailed lesson plans may be communicated to the substitute.
7. The lesson plan shall include –
 - a. an up-to-date class list;
 - b. groupings of students for various subject or content areas;
 - c. a schedule for emergency procedures (fire drill, etc.);
 - d. a list of special classes and activities; and
 - e. duty assignments.
8. In addition to the formal plans, all teachers should maintain a folder of emergency plans including short range (3 days), high interest activities that might be carried out by the substitute in lieu of planned units if a regular teacher prefers to be present for the originally planned lesson.

Adoption date: June 15, 2006

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 and the ideals embedded in our Constitution.

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 person of local importance to the community at the discretion of the Superintendent.

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: 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)
36 U.S.C. §§173-177 (display of the flag)

Adoption date: June 15, 2006

DISPLAY OF THE FLAG REGULATION

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

A United States flag shall be displayed in, or near every school building in the district during school hours every day that school is in session, weather permitting, 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. During inclement weather, the flag shall be placed conspicuously in the main room of the school building.

Weather permitting, the flag will be displayed on or near the main administration building of the district whenever the building is open to the public, and on the following days: 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 also be displayed in or near every polling place on election days.

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 may be flown at half-staff in recognition of local sentiment at the discretion of the Superintendent.

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

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: June 15, 2006

Revised: May 9, 2019

HIV INSTRUCTION

The district will provide age appropriate classroom instruction in compliance with commissioner's regulations, for all students K-12 concerning HIV infection and 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.

A student shall be excused from that segment of HIV/AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Building Principal. The request must give assurance that such instruction will be given at home.

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

The district-wide Health & Wellness Committee shall be responsible for making recommendations on content, implementation, and evaluation of the HIV/AIDS instructional program. The committee 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: June 15, 2006
Revised: January 3, 2013

PHYSICAL EDUCATION

The Board of Education shall attempt to provide every student with an opportunity for wholesome and enriched physical education experiences in order to:

1. aid the development of the entire student so that a well-trained mind may function properly in a healthy body;
2. encourage student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life;
3. develop appreciation of physical fitness and its importance in regard to good health; and
4. impress upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of and explore the opportunities in our complex society.

With these objectives in mind, the district physical education staff will work together with administrators to develop a physical education program that develops each student's flexibility, agility, coordination, strength and endurance incorporating a progression of skills and activities from the simple to the more complex. This program must be flexible enough to accept each student with his/her own pattern of growth and development and include activities that assure both individual and group development throughout the student's school years. Provisions shall be made for students who require a special or adaptive physical education program.

Each student in grades 9-12 shall be required to successfully complete the physical education course during each year of attendance in the district high school in order to qualify for graduation. A student who graduates in fewer than eight semesters is not required to continue enrollment in high school for the sole purpose of completing the physical education requirement; however, the student must have successfully fulfilled the physical education requirement each semester up to that time.

Students who are temporarily or permanently unable to participate in the regular physical education program will be provided with adapted activities. Temporary or short-term adaptations shall be made by the physical education teacher in consultation with appropriate medical personnel. Permanent or long-term program adaptations shall be based upon recommendations from the family physician.

Students with disabilities, as classified by the Committee on Special Education (CSE), who are unable to safely or successfully participate in the activities of the regular physical education program will be provided with adaptive physical education. The written individualized education program (IEP)

for each such student shall include a prescriptive physical education program. The physical education teacher shall be involved in the development of the IEP.

School personnel shall have the responsibility of determining the activities appropriate for each student. In no case should the activity exceed the ability level of the student.

Ref: Education Law §§803; 3204(5)
8 NYCRR §135.4

Adoption date: June 15, 2006

ARTS INSTRUCTION

Art, music, drama and dance are essential forms of self-discovery, enjoyment and expression and are central to our human experience. The Board of Education believes that learning in the Arts:

- engages and strengthens fundamental cognitive capacities, such as spatial and conditional reasoning, problem-solving and creative thinking;
- nurtures active engagement, disciplined and sustained attention, persistence and risk-taking;
- increases attendance and educational aspirations, and
- results in student growth in self-confidence, self-control, self-identity, conflict resolution, collaboration, empathy, and social tolerance.

A vibrant, visible program of Arts accessible to all students through instruction, performance and exhibition should be a full partner in the life of our schools. The Board of Education shall attempt to provide every student with an opportunity for wholesome and enriched educational experiences in the Arts to:

1. aid the development of various means of self-discovery and expression,
2. increase student awareness of the personal relevance of artistic expression,
3. enhance student understanding of and appreciation for the role of the Arts in the development of our culture and in our everyday life
4. impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of and explore the opportunities in our complex society.

With these objectives in mind, the district arts education staff will work with Director for Fine and Performing Arts and other administrators in developing an arts education program aimed at guiding students as they acquire and master the skills associated with the Arts. Such instruction may be integrated into the academic curriculum where appropriate. Successful completion of one credit in Art and/or Music is required for High School graduation.

All Elementary and Middle School students shall be instructed in the Visual Arts in a program that incorporates a sequence of skills and activities from the simple to the complex and ensures measurable, reportable individual and group development over time. The district shall make every effort to ensure that High School students endeavoring to fulfill their Arts requirement who choose Visual Arts have adequate opportunities and facilities to do so. Sufficient funding will be made available to ensure the integrity of Visual Arts programs as deemed necessary by the Director of Fine and Performing Arts and other administrators. Adequate resources shall be applied to ensure that student work is displayed in appropriate venues and via various media throughout the district.

All Elementary students shall be instructed in Vocal and General Music in a program that incorporates a sequence of skills and activities from the simple to the complex, ensures measurable, reportable individual and group development over time, and includes a variety of opportunities for music performance. All Middle School students shall be instructed in Vocal/General or Instrumental Music. The district shall make every effort to ensure that High School students endeavoring to fulfill their Arts requirement who choose Vocal Music have adequate opportunities and facilities to do so.

As participation in Instrumental Music may fulfill the Arts requirement for High School graduation, beginning in Grade 3 all students will be provided opportunities to learn Instrumental Music in a voluntary program that incorporates a sequence of skills and activities from the simple to the complex, ensures measurable individual and group development over time and includes a variety of performance experiences in bands, orchestras and/or small ensemble groups.

Sufficient funding will be made available to ensure the integrity of all music programs, including the purchase of sheet music, instruments, instrument repair services and other supplies deemed necessary by the Director of Fine and Performing Arts and other administrators to support instruction and performances. Adequate resources shall be applied to ensuring the availability and proper maintenance of appropriate space for general, Vocal and Instrumental Music instruction, rehearsal and performance and to ensuring student work is documented and shared via various media throughout the district.

The Board of Education encourages school/community groups to explore possibilities for enhancing the district's programs in the Fine and Performing Arts.

Cross-ref: 4320.1, Extra-Curricular Arts Programs

Adoption date: June 15, 2006

Revised: January 3, 2013

EXTRA-CURRICULAR ARTS PROGRAMS

A vibrant, visible program of Arts accessible to all students as outlined in Board policy 4320 should be augmented by extracurricular programs and activities aimed at providing students who choose further study in the Arts with additional wholesome and enriching educational experiences.

The Director for Fine and Performing Arts and other administrators will work with interested staff in developing extra-curricular arts programs outside the school day for students in all grades, as resources allow. Middle School and High School electives in the Fine and Performing Arts shall be offered in accordance with student interest and policies regarding the development of elective courses, as resources allow.

The Board of Education encourages school/community groups to explore possibilities for enhancing the district's extra-curricular programs in the Fine and Performing Arts.

Cross-ref: 4320, Arts Instruction
 5200, Co-Curricular and Extra-Curricular Programs
 5220, School-Sponsored Student Publications and Productions

Adoption date: June 15, 2006

PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER IDEA AND 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 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 needs.

The Board also shall make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the district, regardless of whether they are residents of the district. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within district boundaries because of a disagreement between the parents and the school district over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not district residents but who reside within New York State will be provided programs and services in accordance with their individualized education services program (IESP). Nonpublic school students with disabilities who reside out-of-state will be provided services in accordance with their services plan (SP). (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 guidance on this topic).

In addition, 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, co-curricular and extra-curricular activities available to all other students enrolled in the district's public schools. Such co-curricular and extra-curricular 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. The Board will adopt and maintain a district special education services plan in conformance with Commissioner's Regulations (8NYCRR 200.2(c)). The plan will be available for public inspection and review by the Commissioner of Education.
2. 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
3. children who are wards of the state, and children attending nonpublic school within the district (including religious schools), who are in need of special education.
4. 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 building team will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Pre-referral Approaches and Interventions).
5. School district staff will initiate a request for evaluation of a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program. In making the request the staff person will describe in writing intervention services, programs and methodologies used to remediate the student's performance prior to referral. In addition, the extent of parental contact will be described as well.
6. The Board will appoint a committee on special education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.
7. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
8. 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.

9. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.
10. 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 letters to all district residents 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 will 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 refuses to give consent for a reevaluation, or fails to respond to such a request, district staff will proceed with the reevaluation without parental consent if it has engaged
3. in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the district cannot document its efforts to obtain consent, the Board will commence due process proceedings to conduct a reevaluation without parental consent.
4. 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 or CSE subcommittee 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

The members of the CSE 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 and CSE subcommittee members and as such has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, 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 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 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 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 meetings, including arranging for an interpreter for deaf parents or parents whose native language is other than English.

The CSE 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.

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.

Transition Service and Diploma/Credential Options

In accordance with law and regulation, the Board will ensure the provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, which may include but are not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives; and
- When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

In developing the plan for transition services, students and parents will be made aware of the range of diploma and credential options available and the requirements associated with each option.

Cross ref: 1900, Parental Involvement (Title I)
4000, Student Learning Objectives and District Instructional Goals
4773, Diploma and Credential Options for Students with Disabilities

5500, Student Records
6700, Purchasing
9700, Staff Development

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*;

34 CFR Part 300

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Revised: January 3, 2013
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**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, 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 the 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 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 co-curricular 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

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SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTION

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 intervention 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 20 USC §§ 1413(f); 1414(b)(6)(B)
34 CFR §§ 300.226; 300.307(a)(2)
8 NYCRR §§ 100.2(ii); 200.2(b)(7)

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ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS

The Board of Education recognizes its responsibility to ensure the 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 Education 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 district's special education services plan.

Through the Superintendent, the district also will share with the BOCES District Superintendent information relevant for the BOCES to determine the regional 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.

4321.3

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

4321.10 Programs and Services for Parentally-Placed Nonpublic School Students with
Disabilities under the IDEA and New York's Education Law Article 89

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Revised: January 3, 2013

Revised: July 11, 2019

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).

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.

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.

Cross-ref: 4321, Programs for Students with Disabilities

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)

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CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS, INDIVIDUALIZED EDUCATION SERVICES PROGRAMS AND SERVICE PLANS

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), Individualized Education Services Program (IESP) or Service Plan (SP), individuals responsible for implementing the program or plan 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, IESP or SP and a responsibility to provide a service, accommodation or program modification for the student in accordance with that student's IEP, IESP or SP shall be informed of his/her responsibilities under the IEP, and shall receive or have access to a copy of the student's IEP, IESP or SP as specified below.

I. IEP, IESP or SP Copies

At a CSE, CSE Subcommittee or CPSE meeting for each student, a determination will be made as to which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on the student's IEP, IESP or SP. "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, IESP or SP services.

The CSE, CSE Subcommittee and CPSE Chairpersons shall ensure that a paper or electronic copy of each student's IEP, IESP or SP is provided to each regular education teacher, special education teacher, 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, IESP or SP 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, IESP or SP prior to program implementation as well as have ongoing access to such copy.

II. Notification of Responsibilities

In addition to disseminating copies of a student's IEP, IESP or SP, 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, IESP or SP. 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, IESP or SP 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, IESP or SP copy provided or made accessible under this policy, a copy of the Board's policy on student records (Policy 5500). All IEP, IESP or SP 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, IESP or SP.

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, IESP or SP or the opportunity to review the IEP, IESP or SP 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, IESP or SP 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 shall collect all IEP copies provided under this policy and destroy them.

Cross-ref: 4321, Programs for Students with Disabilities Under IDEA and 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, May 13, 2003
(<http://www.p12.nysed.gov/specialed/publications/policy/chap408final.htm>)

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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)
N.Y. 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: <http://www.vesid.nysed.gov/specialed/publications/policy/alterformat502.htm>).

Adoption date: July 11, 2019

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 non-disabled 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) or 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 district wide tests, the CSE must indicate the reasons for doing so on the IEP IESP or SP. The CSE, CPSE or 504 committee will include the appropriate test accommodations as part of 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 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 district wide 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.

References:

Cross-ref: 4321, Programs for Students with Disabilities

4321.5, Confidentiality and Distribution of IEP, IESP and SP

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(JJJ); 200.2(b)(13, 14); 200.4(d)(2)(vi)

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IMPARTIAL HEARING OFFICER SELECTION, 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. Pursuant to the Regulations of the Commissioner of Education, if an impartial hearing is currently pending for the same student when a new hearing request is received, the district will appoint the same IHO, if available, who will determine whether or not to consolidate the hearings. Additionally, if the new hearing request concerns an issue which had been previously withdrawn in the 12 months prior, the district shall appoint the same IHO, if available.

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 Special Education of SED as required by Commissioner's regulations.

Ref: 8 NYCRR §§200.2; 200.5; 200.21

Adoption date: June 15, 2006
Revised: January 3, 2013
Revised: July 11, 2019

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. In order to facilitate that success, the CSE/CPSE may offer educational and support services for a period of time, not to exceed one year. Declassification support services may include:

- a) For the student, psychological services, social work services, speech and language improvement services, non-career counseling, and other appropriate support services; and
- b) For the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

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

Adoption date: June 15, 2006
Revised: January 3, 2013
Revised: July 11, 2019

**PROGRAMS AND SERVICES FOR PARENTALLY-PLACED
NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES**

The Board of Education recognizes its responsibility to provide special education services to eligible students with disabilities enrolled by their parents in nonpublic schools located within its district, regardless of whether such students are residents of the district. The scope of that responsibility affects:

1. The district's child find activities for locating, identifying, and evaluating parentally-placed nonpublic school students with disabilities;
2. CSE and CSE subcommittee responsibilities for the development of an individualized education services program (IESP), or a services plan (SP), in the case of an out of state resident, for any such student determined to be eligible for special education services under the IDEA and Article 89;
3. The provision of services to such students;
4. The relationship between the district and nonpublic school officials and nonpublic school parents of students with disabilities, with whom the district is required to consult;
5. The district's data collection and reporting responsibilities; and
6. The district's use of federal funds available under the IDEA.

(Refer to policy 4321, Programs for Students with Disabilities under the IDEA and Article 89 for more information regarding the provision of special education services to students with disabilities enrolled in the district's public schools).

Consistent with applicable law and regulations, this policy does not apply to resident students with disabilities enrolled by their parents in a nonpublic school located within the district's boundaries because of a dispute over the provision of a free appropriate public education. Neither does it apply to charter school students, or to students placed in or referred to private schools by public agencies such as school district placements in approved private schools, Special Act school districts, and state-supported or state-operated schools.

District staff will obtain prior consent from the parent of a parentally-placed nonpublic school student with disabilities, or the student if the student is 18 years or older, for the release of personally identifiable information about the student from records collected or maintained pursuant to the IDEA between the district and the student's district of residence.

Location, Identification and Evaluation of Parentally-placed Nonpublic School Students with Disabilities:

4321.10

The district's activities for locating and identifying parentally-placed nonpublic school students with disabilities will be comparable to those undertaken for students attending the district's public schools, and will be completed in a comparable time period, as well. However, district staff will consult with nonpublic school representatives and representatives of parents of

parentally-placed students with disabilities regarding these activities, in order to ensure the equitable participation and an accurate count of such students.

The district will use the same procedures that apply to the evaluation of the district's public school students to evaluate and reevaluate parentally-placed nonpublic school students with disabilities. (Refer to policy 4321, Programs for Students with Disabilities under the IDEA and Article 89, for more information on those procedures).

CSE Responsibilities:

Once a parentally-placed nonpublic school student with disabilities is determined to be eligible for special education services under the IDEA and Article 89, the CSE or CSE subcommittee will develop an IESP or SP for the student in accordance with the following:

1. If the student is a New York State resident, the CSE or CSE subcommittee will develop an IESP based on the student's individual needs in the same manner and with the same contents as an individualized education program prepared for a public school student.
2. If the student is an out-of-state resident, the CSE or CSE subcommittee will develop an SP for the student in accordance with the IDEA and its implementing regulations.

Provision of Services:

Parents of nonpublic school students with disabilities eligible for special education services under this policy must submit to the Board a written request for such services on or before June 1 preceding the school year for which they want the district to provide services. However, if the student has not been first identified as a student with a disability until after June 1, the parent may submit the written request for services within 30 days after the identification, and the student will be entitled to services during the current year if the request is submitted before April 1.

The district will provide special education programs and services to parentally-placed nonpublic school students with disabilities with an IESP on an equitable basis, as compared to special education programs and services provided to other students with disabilities attending public and nonpublic schools within the district.

The district will provide special education programs and services to parentally-placed nonpublic school students with disabilities with an SP to the extent required by the IDEA and its implementing regulations, and in consultation with nonpublic school officials and representatives

of parents of parentally-placed nonpublic school students with disabilities. In this regard, the district will expend a proportionate amount of the federal funds it receives under the IDEA to provide such services.

The district will provide parentally-placed nonpublic school students with disabilities only services, including materials and equipment, that are secular, neutral, and non-ideological.

Consultation:

The district will consult in a timely and meaningful manner with nonpublic school officials and representatives of parents of parentally-placed nonpublic school students with disabilities regarding the following issues:

1. The process that will be used to locate and identify parentally-placed nonpublic school students with disabilities, including who parents, teachers, and nonpublic school officials will be informed of the process, and how the process will work throughout the school year to ensure that the students can participate in special education and related services.
2. How, where and by whom special education and related services will be provided to such students, and with respect to students with an SP, the types of services that will be provided.
3. With respect to students with an SP, how a proportionate share of the federal funds the district receives under the IDEA will be spent on special education services to such students.
4. The determination of the proportionate amount of the district's IDEA funds available to serve parentally-placed private school students with disabilities, including how that amount was calculated.
5. How services will be apportioned if the proportionate amount of the district's available IDEA funds is not sufficient to serve all parentally-placed nonpublic school students with an SP, and how and when these decisions will be made. Notwithstanding, the district will provide services to students with an IESP, regardless of the apportionment of such federal funds.

The Superintendent will establish a process for obtaining from nonpublic school officials a written affirmation of their participation in the consultation process. If that affirmation is not secured within a reasonable time, the Superintendent will submit to the State Education Department documentation of the consultation process.

Data Collection and Reporting:

The Superintendent will establish a process for maintaining records and report to the commissioner of education on the number of parentally-placed nonpublic school students who

are evaluated, and determined to have a disability, and receive special education services from the district.

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

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC § 612 (a)(10)(A); 34 CFR ***

Education Law §§3602-c
NYCRR §2002.2 (a)(7)

Adoption date: July 11, 2019

PRESCHOOL SPECIAL EDUCATION

The Board of Education recognizes the value of early intervention to address the needs of preschool children with disabilities. The Board further recognizes its responsibility to ensure that all resident preschool children with disabilities have the opportunity to participate in preschool programs approved by the Commissioner of Education, from which they may benefit educationally. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures which shall include:

1. locating, identifying, evaluating, referring and placing all preschool children (generally ages three and four) with disabilities . The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE);
2. ensuring that the parent(s)/guardian(s) of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. developing an individualized education program (IEP) for each preschool age child with a disability;
4. appointing appropriately qualified personnel to the CPSE, and ensuring that preschools education providers with whom the district contracts have appropriately trained and qualified personnel.;
5. maintaining lists of impartial hearing officers and of State Education Department-approved special education programs within the county and adjoining counties in which the district is located;
6. preparing and keeping on file summary reports on student data including the number of preschool students with disabilities served, as well as students referred but not served and the reasons why they are not served; and
7. reporting to the State Education Department the data on preschool children with disabilities as required, on a form prescribed by the Commissioner.

The duties described above will be carried out within the timeframes established by statute and regulation.

The Board of Education hereby establishes the CPSE as required under the Education Law. Its responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. The CPSE shall review, at least annually, the status of each preschool child with a disability. It is ultimately the responsibility of the Board to arrange for the appropriate approved preschool program and services for the district's children. Should the Board disagree with the CPSE's recommendations, it shall send the recommendation back to the CPSE so that they may schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate.

4321.13

In the event that a parent/guardian files a due process complaint, a meeting must be convened between the parent/guardian and representatives of the district to try and resolve the complaint within 15 days of receiving the notice, and before the initiation of an impartial hearing. Parents/guardians and the district will jointly determine who should be present at this meeting.

If an agreement cannot be reached, parent/guardians shall be offered mediation to resolve complaints regarding the education of preschool children with disabilities at the same time notice of the availability of an impartial hearing is provided.

The CPSE shall make an annual report on the status of each preschool child with a disability and report on the adequacy of preschool special education programs and services to the Board.

The Board directs the Superintendent to develop and maintain a plan which incorporates information concerning the provision of services for preschool children with disabilities, pursuant to the Regulations of the Commissioner of Education.

Cross-ref: 4321 Programs for Students with Disabilities
4321.3 Allocation of Space for Special Education Programs
4321.4 Independent Educational Evaluations
4321.5 Confidentiality and IEP Distribution
4321.8 Hearing Officer Appointment and Compensation
4321.14, Special Education Personnel

Ref: Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et seq.
34 CFR §§300.12; 300.503
Education Law §4410
8 NYCRR Part 200, 200.2, 200.5, 200.16

Adoption date: June 15, 2006
Revised: January 3, 2013
Revised: July 11, 2019

SPECIAL EDUCATION PERSONNEL

The Board acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board will fulfill its obligation with regard to special education personnel by taking at a minimum the following steps:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. Seek candidates for teaching positions who are dually certified, to the extent possible.
4. Ensure that every member of the professional staff participates in annual professional performance reviews and professional development plans.
5. Provide appropriate ongoing training and professional development to CSE and CPSE members, and other special education program and service providers to ensure their continuing awareness of their obligations and responsibilities under the IDEA law.

The Superintendent is responsible for ensuring that the professional staff is appropriately certified, licensed and trained and that they meet the “highly qualified” standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board recognizes its responsibilities to meet the alternative standards established by the State Education Department. The Superintendent, in consultation with the Director of Special Education, shall prepare an annual report to the Board which provides information about the certifications and qualifications of the special education professional personnel, as well as a summary of the professional development opportunities offered.

Cross-ref: 4321, Programs for Students with Disabilities
9240, Recruiting and Hiring
9700, Staff Development

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3)
34 CFR §§ 300.156, 300.207
Education Law § 4410
8 NYCRR § 200.2(b)(3,12)

Adoption Date: January 3, 2013
 Revised: July 11, 2019

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. They shall be provided in accordance with state regulations.

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

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;
- Consequences of not achieving expected performance levels and relevant research to accompany these statements; and
- Information on how progress will be monitored.

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 Assistant Superintendent for Instruction, 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) (Academic Intervention Services)

Adoption date: June 15, 2006

Revised: May 9, 2019

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education believes that students who 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 provide English Language Learners (ELL) students with an appropriate program of stand-alone ELL and integrated ELL in ELA and/or Core Content Area.

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 ELL students are:

1. diagnostically screened for limited English proficiency, in accordance with Part 154 of the Commissioner's Regulations. Those students who according to their scores are identified as ELL 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-ELL 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 ELL students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for the ELL 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: June 15, 2006
 Revised: December 10, 2015
 Revised: May 9, 2019

PLACEMENT IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

Pursuant to its obligations under federal law and NYS Education Department regulations, the Board has developed the following forms for notification to parents and guardians of a student's inclusion in a ELL Program. Every effort shall be made to produce these items in the language understood in the child's home, with a copy of the letter provided by NYSED in English or when available in the student's native language.

Questions & Answers about Your Child's English Instruction Educational Program

1. What methods of instruction will be used in my child's program?
Students will be placed in a stand-alone English as a new language class and integrated ELA and/or integrated core content area.
2. Does the district offer any other programs for English language learners?
ELL instruction is offered at North Shore.
3. How will my child's program specifically help (him/her) learn English and meet age appropriate academic achievement standards for grade promotion and graduation?
ELL instruction is an English immersion model. There is focus on the 4 skills of speaking, listening, reading and writing. The ELL teachers work closely with classroom and content area teachers to provide the student with the necessary accommodations and modifications for linguistic and content area growth
4. 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/her) individualized education program?
The ELL teacher will meet periodically with the Special Educator to review the student's IEP and progress.
5. How will I be apprised of my child's progress?
Should the student not successfully meet the requirements, we will meet to discuss how to support him/her in order to improve his English language acquisition.

Adopted: June 15, 2006
 Revised: January 3, 2013
 Revised: December 10, 2015
 Revised: May 9, 2019

**FAILURE TO MEET ANNUAL MEASURABLE OBJECTIVES RELATING TO
ENGLISH PROFICIENCY**

Dear Parent/Guardian:

We regret to inform you that there has been a failure to meet the annual objectives established by the state for the development and attainment of English proficiency by limited English proficient students while meeting state academic standards.

The district has plans for addressing this matter, including (insert steps to be taken by the district).

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: June 15, 2006

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 will provide homebound instruction for any such resident student who will be absent from school for at least two consecutive weeks, unless otherwise required by law. The district will also provide home instruction for students suspended from school, consistent with State regulation.

The district makes provisions for homebound instruction upon referral from the school physician or the Director of Special Education following the guidelines established by the Superintendent of Schools for placing a student on homebound instruction.

Homebound instruction will strive to keep the student on pace to rejoin his/her class and maintain academic progress. The Board recognizes that students who are out of school for extended periods of time are at risk of falling behind academically and/or losing connection to the school community. The Board directs the administration to evaluate periodically whether homebound instruction is effective in keeping students on track to graduate, and if not, to take steps to improve instruction and implement approaches and/or offer services that support the transition back to school.

Cross-ref: 5100, Attendance

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

Adoption date: June 15, 2006

Revised: December 3, 2009

Revised: July 11, 2019

HOMEBOUND INSTRUCTION REGULATION

Guidelines for Placing a Student on Homebound Instruction

1. There should be a referral from a licensed physician or the building principal.
2. A copy of the official Homebound Schedule Card will be forwarded to the homebound teacher, the Counselor and/or the Building Principal, the Attendance Department and the school nurse-teacher (if a medical referral).
3. Upon receipt of a copy of the above mentioned card, the Counselor and/or the Principal should:
 - a. contact the classroom teacher(s) for books and assignments; and
 - b. have the student's folder available for conference with the homebound teacher. The high school or middle school Counselor should expect the homebound teacher to contact her/him within one week after a student is placed on homebound.
4. Upon notification by the Counselor that a student is on homebound instruction, the teacher of the individual subject should make available to the Counselor all future assignments and tests, as administered, and changes in text materials, if any.
5. If the student is from high school, the homebound teacher will pick up all pertinent books and materials at the high school office. If not a high school student, the teacher contacts the student's teacher for books and assignments.
6. Upon sending out the progress reports at the end of each marking period, the homebound teacher should consult the Counselor concerning any negative comments.
7. Periodically there will be an investigation by the school psychologist concerning the continued need of those students with psychological problems receiving homebound instruction.
- . A similar procedure will be followed by the School Physician in the case of those students who have been placed on homebound instruction for medical reasons.
8. When a student is to return to school, the building principal will notify the homebound teacher and the transfer will be made by the guidance department.

Instructions to be Followed Regarding Homebound Program

1. Elementary students are to receive one hour of instruction per day.
Secondary students are to receive two hours of instruction per day.
Instruction is only permitted on days when school is in session.
2. Homebound teachers are to contact the home school for books and assignments.

3. Homebound teachers must contact parent or guardian to set up time of instruction. If it is to be conducted in the home, the parent or guardian should be present during the period of instruction.
4. If the student is from the high school or middle school, the homebound teacher should contact the student's counselor within one week of entrance date to homebound.
5. A separate time sheet is to be submitted for each student. Time sheets from homebound teachers are to be submitted weekly with the parent's or guardian's signature.
6. The payroll period for homebound teachers is from the first day to the last day of each month. If the last day of the month falls within the week, two time sheets should be submitted that week - one reflecting the end of the month and the other the beginning of the next month.
7. Three copies of the Progress Reports are to be submitted to the building principal at the end of each marking period the student is on homebound instruction.
8. When a student is to be transferred from homebound to regular instruction, a final Progress Report must be submitted to the Pupil Personnel Services Office.
9. The homebound teacher is responsible for returning books to the home school.
10. Regular homebound teachers are to submit time schedules at the beginning of the homebound program and as revised when additional students are assigned.
11. If notebooks or paper are needed for use in homebound instruction, they may be obtained from the building principal.

End of Year Instructions Regarding Homebound Instruction

1. It will be the responsibility of the homebound teachers to return all books to the same person who originally supplied the books, i.e., Principal, Counselors, etc.
2. All homebound teachers are to submit End of Year Reports on each student indicating grade earned in each subject with recommendation for school and class placement for the following year.
3. Permanent Record Cards: It is the responsibility of regular homebound teachers to complete permanent record cards of elementary and middle school students whose names appear on their registers.
4. Homebound Teachers will advise their students of grades earned as well as the teacher's recommendation for placement for the following year.
5. The high school will send copies of report cards to parents of high school students and special education upper grade high school students who have been on homebound instruction.
6. Regular homebound teachers are to meet with the registrar maintaining the open homebound registers to coordinate all closing data.

Adoption date: June 15, 2006

Revised: December 3, 2009

Revised: January 3, 2013

**PROCEDURES FOR IMPLEMENTATION
HOME INSTRUCTION FOR THE PURPOSES OF
LONG-TERM ABSENCE, SUSPENSION, AND CSE MANDATES**

When, for reasons of health, a student will be absent from school for a period of at least two weeks, home instruction will be available. Students are also entitled to home instruction when they are suspended from school or if the Committee on Special Education requires such a provision.

At the elementary level, students are eligible for 5 hours of tutoring per week. At the secondary level, students are eligible for 10 hours of tutoring per week (approximately 2 hours each for 5 subject areas).

Home Instruction for Health Related Absence

When a child is going to be absent from school for a minimum of two weeks, the following procedures will be followed:

- The school nurse will notify the student's parents that they need to have a "Home Instruction Request" form (Form A) completed by the student's physician prior to beginning home instruction. These forms are available in the nurse's office. At this time, the school nurse should informally notify the home instruction coordinator of the impending need for a home tutor(s).
- Upon receiving a completed "Home Instruction Request" form (Form A), the school nurse will formally notify the student's principal, counselor (secondary schools), classroom teacher (elementary schools), and the home instruction coordinator of the student's absence and the need for a home tutor using the "Confirmation of Absence" form (Form B). At this time, the nurse will also inform the parents that their student may not return to school without an "Approval to Return to School Following a Long-Term Medical Absence" form (Form C) completed by the student's doctor. The nurse will provide the parents with this form.
- **(Secondary Schools)** The student's counselor will notify the student's teachers of the long term absence, determine (in consultation with the teachers) the needs for home instruction, and ask the student's teachers if they are willing to provide the student with the instruction determined necessary. The student's counselor will inform the home instruction coordinator, through the "Request for Home Tutors" form (Form D) of the specifics for tutoring and which of the student's teachers (if any) are interested in providing that tutoring.
- **(Elementary Schools)** Upon being notified by the school nurse of a child's long- term absence, the principal (or assistant principal), in consultation with the child's teacher, will contact the home instruction

coordinator using the "Request for Home Tutors" form (Form D) to arrange for home instruction. The principal will inform the home instruction coordinator if the child's classroom teacher is willing to provide this service.

- The home instruction coordinator will arrange for securing home tutors and, using the "Home Instruction Plan" form (Form E) will notify the child's parent, school nurse, principal, counselor (secondary schools), and teacher(s) of the arrangements that have been made for home instruction.
- The home instruction coordinator will complete, distribute and collect all necessary paperwork related to the implementation and verification of services described in the student's "Home Instruction Plan" (Form E) and serve as liaison to all parties associated with that plan.
- The school nurse will require the parent and student's physician to complete and submit an "Approval to Return to School Following a Long-Term Medical Absence" form (Form C) when the date of the student's return draws near. The nurse will confirm with the principal, counselor (secondary schools), and the home instruction coordinator when the child has returned to school. Should the child return prior to the expected date, the nurse will notify the above-mentioned people. Should the child's absence need to be extended, the school nurse will require the parents to complete another "Home Instruction Request" form (Form A). Upon receipt of a completed form, the school nurse will notify the principal, counselor (secondary schools), classroom teacher (elementary schools), and the home instruction coordinator of the extended period of absence and the modified date of return. The home instruction coordinator will inform all parties that the established plans for home instruction will continue till the revised date of the student's return to school.

Home Instruction for Purpose of Suspension

When a child is suspended from school for a period of five (5) days or more, the following procedures will be followed:

- Using the "Confirmation of Absence" form (Form B), the principal (or his/her assistant) will notify the student's counselor (secondary schools), classroom teacher (elementary schools), and the home instruction coordinator of the suspension and the number of days a student will be suspended from school.
- **(Secondary Schools)** The student's counselor will notify the student's teachers of the suspension, determine (in consultation with the teachers) the needs for home instruction, and ask the student's teachers if they are willing to provide the student with the instruction determined necessary. The student's counselor will inform the home instruction coordinator, through the "Request for Home Tutors" form (Form D) of the specifics for

tutoring and which of the student's teachers (if any) are interested in providing that tutoring.

- **(Elementary Schools)** The principal (or assistant principal), using the "Request for Home Tutors" form (Form D) will inform the home instruction coordinator to arrange for home instruction.
- The home instruction coordinator will arrange for the procurement of home tutors and, using the "Home Instruction Plan" form (Form E), will notify the child's parent, principal, counselor (secondary schools), and teacher(s) of the arrangements that have been made for home instruction.
- The home instruction coordinator will complete, distribute and collect all necessary paperwork related to the implementation and verification of services described in the student's "Home Instruction Plan" (Form E) and serve as liaison to all parties associated with that plan.

Home Instruction for Purpose of CSE Requirement

When a child is placed on home instruction due to CSE Mandate, the following procedures will be followed:

- Using the "Confirmation of Absence" form (Form B), the Director of Special Education (or his/her assistant) will notify the student's principal, counselor (secondary schools), classroom teacher (elementary schools), and the home instruction coordinator of this decision.
- **(Secondary Schools)** The student's counselor will notify the student's teachers of the CSE placement, determine (in consultation with the teachers) the needs for home instruction, and ask the student's teachers if they are willing to provide the student with the instruction determined necessary. The student's counselor will inform the home instruction coordinator, through the "Request for Home Tutors" (Form D) of the specifics for tutoring and which of the student's teachers (if any) are interested in providing that tutoring.
- **(Elementary Schools)** Upon being notified by the Director of Special Education (or his/her assistant) of the CSE placement, the principal (or assistant principal), will advise the home instruction coordinator, using the "Request for Home Tutors" form (Form D), to arrange for home instruction.
- The home instruction coordinator will arrange for the procurement of home tutors and, using the "Home Instruction Plan" form (Form E), will notify the child's parent, principal, counselor (secondary schools), and teacher(s) of the arrangements that have been made for home instruction.

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- The home instruction coordinator will complete, distribute and collect all necessary paperwork related to the implementation and verification of services described in the student's "Home Instruction Plan" (Form E) and serve as liaison to all parties associated with that plan.

Adopted: December 10, 2015

NORTH SHORE CENTRAL SCHOOL DISTRICT

HOME INSTRUCTION REQUEST

(To be completed by parent and student's physician and returned to school nurse)

Student's Name _____ Date _____

School _____ Grade Level _____

Parent/Guardian _____ Home Phone _____

Address _____

Work Phone _____ Other Phone (specify) _____

Reason for Request (Diagnosis and precautions – attached physician's note if available):

Estimated Date of Return to School _____

.....
Physician's Signature _____

Physician's Name _____ Date _____

Address _____ Phone _____

.....
School Nurse _____ Date _____

Principal _____ Date _____

Administrator's Approval _____ Date _____
(if other than Principal)

NORTH SHORE CENTRAL SCHOOL DISTRICT

CONFIRMATION OF LONG-TERM ABSENCE

(To be completed by school nurse, principal, or Director of Special Education)

The following student will be absent from school for the reason indicated below and has been approved for home instruction:

Student's Name _____ Date _____

School _____ Grade Level _____

_____ Medical Reason _____ Suspension _____ CSE Mandate

_____ Other (specify): _____

Brief Explanation for Absence:

Expected Duration of Absence:

From _____ Returning on _____

Person Completing This Form: _____

- Cc: Principal
 Guidance (Secondary Schools)
 Classroom Teacher (Elementary Schools)
 Director of Special Education (Classified Students)
 Home Instruction Coordinator

NORTH SHORE CENTRAL SCHOOL DISTRICT

**APPROVAL TO RETURN TO SCHOOL
FOLLOWING A LONG-TERM MEDICAL ABSENCE**

(To be completed by the parent and student's physician returned to school nurse.)

Student's Name _____ Date _____

School _____ Grade _____

Parent/Guardian's Name _____ Phone _____

Home Address _____

Physician's Name _____ Phone _____

Address _____

Present Health Status (attach note – if any):

Limitations on school program or activities (if any):

Further therapy/medical follow-up (if any):

Physician's Signature _____ Date _____

The signature of the physician above indicates approval for this student to return to school according to the stipulations (if any) as indicated.

NORTH SHORE CENTRAL SCHOOL DISTRICT

REQUEST FOR HOME TUTORS – Elementary Schools

(To be completed by nurse or principal and submitted to The Home Instruction Coordinator)

The student named below will be on a long-term absence from school and has been approved for home instruction:

Student _____ School _____ Grade _____

Teacher _____ Date _____

Duration of Student's Absence: From _____ Returning on _____

Service provided by classroom teacher: _____ YES _____ NO

Cc: Teacher
Director of Special Education (Classified Students)
Nurse or Principal

REQUEST FOR HOME TUTORS – Secondary Schools

(To be completed by counselor and submitted to The Home Instruction Coordinator)

The student named below will be on a long-term absence from school and has been approved for home instruction in the following subject areas:

Student _____ School _____

Counselor _____ Date _____

Subject	Name of Classroom Teacher	Amount of Time/Week	Service Provided by Classroom Teacher (Check One)	
			Yes	No

Duration of Student's Absence:
From _____ Returning on _____

Cc: Principal
Teacher(s)
Director/Teacher Leader

M.S. Team Leaders (Related)
Director of Special Education (Classified Students)
Nurse

NORTH SHORE CENTRAL SCHOOL DISTRICT

PARENT LETTER – HOME INSTRUCTION PLAN

(Elementary Students)

Date _____

Dear _____,

This letter is to inform you that a tutor has been hired to provide your child with home instruction for five hours per week beginning on _____ and ending on _____.

The home tutor, _____, will be contacting you (or may have already done so) to arrange specific dates and times for tutoring your child. The teacher has been informed that services may occur only on days when the district's schools are in session. Therefore, the teacher is not permitted to tutor on holidays and weekends. S/He has also been informed that another adult **MUST** be present at all tutoring sessions. ***Please note: If there is a need to cancel a session with a tutor, notification must be provided at least 24 hours in advance of the session otherwise this time will be deducted from the total number of sessions for which the student is eligible to receive.***

The teacher tutoring your child is receiving all instructions, material, and curriculum from your child's teacher(s). This will ensure that, while at home, your child is being provided the North Shore curriculum and that when your child returns to school, s/he will be as current as possible in her/his studies.

At the end of each week, the tutor will ask you to verify the number of hours and dates s/he has worked. Please assist us by signing the form you will be provided for this purpose. Once your child returns to school (even if prior to the anticipated date of return), tutoring services should cease, as tutors will not be paid for services beyond the days a student is absent. If a child is absent for medical reasons, students will not be permitted back to school without authorization from a physician. A form for this purpose is available from the school nurse.

Should you have any questions regarding these home instruction arrangements or any concerns once they begin, please be sure to contact me at _____ and I will either address your questions or serve as your liaison to those who will be able to assist you.

Sincerely,

Home Instruction Coordinator

Cc: Principal
Student's Teacher(s)
Director of Special Education (Classified Students)

COMMUNITY EDUCATION PROGRAMS

The school district shall offer a program of continuing education for the residents of the district, pending budget approval. The purpose of the program shall be to inform, enlighten, enrich, and provide opportunities for personal recreation and improvement.

Under the authority of the Superintendent of Schools, the Director of the Community Education Program shall:

- Establish the course of study and determine which courses will be offered;
- Establish the schedule and meeting times for all courses, and the minimum size of classes to maintain self-sufficiency;
- Establish fees for enrollment, attendance and expendable materials. The fees shall, at a minimum, support the cost of courses in the program;
- Prior to being appointed as a community education instructor, ensure that individuals are vetted through the New York State Division of Criminal Justice Services website and through the New York State Sex Offender Registry.

Requests for the addition of courses will be considered if an application is made to the program coordinator.

Generally, no classes will be held on school holidays. If classes are to be cancelled for any other reason, the instructor will try to notify the class members.

All community education courses offered by the district shall be open to any district resident not attending a district school. However high school students may enroll in adult education classes with the permission of the program coordinator. With the permission of the course instructor, community education director, and Superintendent, middle school students may attend community education courses. Middle school students must be accompanied at all times by a parent/guardian or other responsible individual approved by the parent/guardian.

Fiscal Management

A record of registrants in, and monies collected from, the community education program shall be made by the Business Office under the authority of the Assistant Superintendent for Business.

All monies collected in the community education program for registration or sale of materials shall be under the direction of the Director. All monies collected shall be deposited promptly in the bank and two (2) copies of a deposit report and bank receipt shall be sent to the district Business Office.

Ref: Education Law §§4601-4607
8 NYCRR Parts 141 & 157

Adoption date: June 15, 2006

Revised: January 3, 2013

Revised: December 17, 2020

Revised: January 5, 2023

EXCHANGE PROGRAMS

The Board of Education values the education, cultural and personal enrichment which occur through exchange programs with other schools and nations. The Superintendent of Schools will establish regulations for individual and group exchanges consistent with Board policy.

Cross-ref: 5152.1, Admission of Foreign Students

Adoption date: June 15, 2006

ACADEMIC GROUPING

The Board of Education recognizes that students can be grouped for instruction so that they may have the opportunity to reach their potential. Grouping, based upon readiness level, interest and learning preference will be used to enhance a student's ability to learn, to offer intellectual challenges to students of all ability levels and to facilitate effective student learning.

The Board authorizes the professional staff to group students as appropriate to foster learning, consistent with the Mission and Shared Valued Outcomes. Grouping decisions shall reflect factors including student aptitude and interest, past performance, best opportunity for success and best educational placement for learning. The schools shall attempt to maximize the use of flexible grouping.

Grouping within a grade-level shall not be permanent, and staff shall avoid any “labeling” of groups. Grouping arrangements should promote flexibility to meet students' changing needs and achievements. Within a classroom, teachers are encouraged to informally group students for special projects and interests, or to better address different instructional levels within a content area.

Each Building Principal shall have the responsibility for and the authority to make grouping assignments. The Superintendent of Schools shall have authority to approve or disapprove organizational plans for grouping within schools.

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

Revised: December 10, 2015

PRIVATE TUTORING AND PROFESSIONAL SERVICES

A high-quality instructional staff, a rich, varied curriculum, and a well-organized set of school-based activities (co-curricular, extra-curricular, performance ensembles, and interscholastic athletic offerings) minimize the need for parents to seek private tutoring or professional services for student fulfillment, growth, achievement, and success. Principals, other school administrators, and teachers, advisors, coaches, and all staff members that work with students shall make all reasonable efforts to help support students in school-based activities.

- Private tutoring and professional services include any situation in which school district employees are compensated for services, whether directly or indirectly, (individual, groups, classes, teams) provided to district students outside of the school district.
- An employee of the District may not provide private tutoring or professional services to District students if currently on that employee's roster in school for the same activity or area as the private tutoring or professional services (e.g. classes, extracurricular activities, or teams).
- Every effort should be made to avoid evaluation or placement of students with teachers, advisors, and coaches who have provided private tutoring or private professional services to those same students, in the past, within the previous 12 months.
 - District employees must make their direct supervisors aware of any private tutoring or professional services that they are providing to any North Shore Students, prior or current, that could lead to a potential conflict with this policy, as outlined above.
 - In the event that the evaluation or placement of students with these employees in this situation is unavoidable, the respective supervisor will work with the employee to ensure that all students are treated fairly and equitably.
 - At any point, a student, parent, or employee may express concerns to the building principal about a situation involving private tutoring and professional services. If the concerns are not addressed satisfactorily, concerns may then be expressed to the Superintendent of Schools.
- School facilities may not be used for private tutoring or professional services that any district employee is providing to any student, even if such activities are allowed under this policy.

Cross-ref: 9640, Non-School Employment

Adoption date: June 15, 2006

Revised: August 29, 2019

Revised: January 5, 2023

INSTRUCTIONAL MATERIALS

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.

The Superintendent has the authority to establish criteria for selecting and to purchase instructional materials, including but not limited to texts, supplemental texts, on-line resources, teaching equipment, supplies, maps, and references. He or she shall oversee the economical purchase and use of such materials according to those criteria and within the parameters of the annual budget.

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

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

Adoption date: June 15, 2006

Revised: December 10, 2015

INSTRUCTIONAL MATERIALS REGULATION

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 instructional materials:

1. whether and when the material was copyrighted;
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. a reasonable balance of viewpoints regarding controversial issues should be presented.
12. technological requirements and longevity of technological life, considering the increased use of online textbooks and tablets.
13. characters and persons depicted in materials are inclusive and respectfully representative of diverse cultures and backgrounds

The following criteria are to be considered in the selection of 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, and the incorporation of the Shared Valued Outcomes;
6. intrinsic qualities that establish a work as a significant part of the literary heritage;

7. variety to avoid duplication of theme, plot, setting, etc. unless such duplication affords opportunities for comparison and contrast or serves to reinforce understanding; and
8. diversity of background and world perspectives of characters and settings.

Adoption date: June 15, 2006

Revised: May 9, 2019

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; 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: July 11, 2019

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 for the selection and purchase of materials and equipment to the Superintendent.

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

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. These guidelines endeavor to 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.

Selected resources will:

1. enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. enable students to make intelligent judgments in their daily lives;
4. represent opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. include an array of the many religious, ethnic, and cultural groups and their contributions to American heritage; and
6. include technology based resources and those which nurture a critical sense of media literacy.

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 regulations (1420-R, Complaints About Curricula or Instructional Materials Regulation) 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
4524, School Libraries

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

Adoption date: June 15, 2006
Revised: January 3, 2013
Revised: May 9, 2019

SCHOOL LIBRARIES

The Board of Education acknowledges its responsibility to ensure the maintenance of the school library/media center. The Board recognizes that a school library is an essential and integral part of the school system. Therefore, the Board shall strive to provide adequate library facilities, resources, and personnel for all elementary and secondary students in the district's schools.

The school library shall be established and maintained pursuant to the regulations of the Commissioner of Education.

An effective school library is central to the educational program of the school. The North Shore Schools will provide and maintain libraries of quality. The principal of each school has responsibility and authority to develop rules and procedures necessary to maintain the library as an effective resource for students and teachers. He or she will annually propose a library budget sufficient to maintain this resource at a high level.

Each library shall also maintain a collection of professional books and other materials for use by staff members.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials
4513, Library Materials Selection

Ref: Education Law §§274; 275; 277; 278; 279; 283; 310; 1709 (8); 2503 (4) (b);
2576
8 NYCRR §90.7; 91.1; 91.2
Library Bill of Rights, American Library Association
Island Trees UFSD v. Pico, 457 U.S. 853 (1982)
Bicknell v. Vergennes Union School Board of Directors, 638 F.2d 438 (1980)

Adoption date: June 15, 2006

INFORMATION TECHNOLOGY FOR EDUCATION

The Board of Education is committed to optimizing student learning. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the district's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility. The district reserves the right to control access to the Internet for all users of its computers and network. The district may either allow or prohibit certain kinds of online activity, or access to specific websites.

Regulations and handbooks, to be developed by the Superintendent in consultation with the Director of Technology, will provide specific guidance on this, as well as rules governing the use and security of the district's computer network.. All users of the district's computer network and equipment shall comply with this policy and regulation. Failure to comply may result in disciplinary action as well as suspension and/or revocation and/or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network coordinator to oversee the use of district computer resources. The computer coordinator will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

With increased concern about identity theft, unwarranted invasion of privacy and the need to protect personally identifiable information, prior to students being directed by staff to use any cloud-based educational software/application, staff must get approval from the Director of Technology. The Director of Technology will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, and if parental permission is needed.

The Superintendent, working in conjunction with the designated purchasing agent for the district, the Director of Technology, the computer network coordinator and the instructional materials planning committee, will be responsible for the purchase and distribution of computer software and hardware throughout district schools. They shall prepare and submit for the Board's approval a comprehensive multi-year technology

plan which shall be revised as necessary to reflect changing technology and/or district needs.

Cross-ref: 5300, Code of Conduct
5695, Student Use of Personal Electronic Devices

Adoption date: June 15, 2006
Revised: December 10, 2015
Revised: July 11, 2019

INFORMATION TECHNOLOGY FOR EDUCATION REGULATION

The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I Administration

- The Superintendent of Schools shall designate a Director of Technology to oversee the administration and operation of the District's network, access to the Internet, and all information technology-related hardware and services.
- The Director of Technology shall monitor and examine all network activities, as appropriate, to ensure proper use of all District technology.
- The Director of Technology shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's technology with all users.
- The Director of Technology shall provide all employees support and resources for proper use of technology and will ensure that staff supervising students using the District's technology provide similar support and resources to their students.
- The Director of Technology shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.

II Access to Technology

- All students and staff must sign an Acceptable Use Policy in which he or she agrees to abide by all District policies and regulations governing the use of all District technology-related hardware and services.
- All District employees must be fully processed by the human resources department before being assigned any network-related accounts or services.
- Non-District employees (i.e. consultants, service providers, trainers, student teacher interns) requesting long-term access to District technology hardware or services must solicit the request in writing from his or her immediate District supervisor or program coordinator.
- All access to District technology hardware or services will be revoked from any student or employee upon leaving the District for any reason.
- Network and Internet access is available to all North Shore students and employees throughout every regular school day as well as before and after regular school hours in support of extra-curricular activities.
- Students may utilize shared lab or classroom technology hardware provided that there is supervision by faculty or staff.
- Students that are assigned a 1:1 District computing device may be assigned a District email account.
- Community members and other non-District persons may access the District's guest Wi-Fi network.

III Acceptable Use and Conduct

- A student's access to District technology may only be used in support of his or her education.
- An employee's access to District technology may only be used in support of his or her instruction.
- All users must immediately notify the Technology Department if you think you have identified a problem with the District's technology, or have witnessed behavior or actions of another user that is inappropriate or harmful.
- All users must abide by the accepted rules of technology use and digital responsibility, including but not limited to the following general restrictions:

1. Harassment/Doxing:

No user is permitted to use the District's technology-related hardware and services in any way that would compromise the safety or privacy of another user. Examples of this include, but are not restricted to:

- a) Disseminating any content to any person, group, or third-party service that is designed to abuse, harass, intimidate or defame others
- b) Attempting to receive, transmit or make available to others obscene, offensive or sexually explicit content
- c) Disseminating any personal information or media (i.e. names, addresses, phone numbers, account information, pictures), of another person group or third-party service without his or her explicit consent
- d) Harassing or disrupting other users through the use of social media or any entertainment/gaming-related media

2. Denial of Services:

No user is permitted to use the District's technology-related hardware and services in any way that would disrupt legitimate use by others. Examples of this include, but are not restricted to:

- a) Downloading or streaming non-instructional content from peer-to-peer services
- b) Sending mass e-mail messages or transmitting or propagating content that has no instructional bearing
- c) Using the District's technology to engage in distributed computing projects for the purpose of personal financial gain (i.e. currency mining, content hosting)
- d) Using the District's technology to play or download games, streaming movies or music, or accessing other forms of non-instructional entertainment

3. Hacking/Vandalism:

No user is permitted to use the District's technology-related hardware and services in any way that would seek to attack the integrity of the its users or systems. Examples of this include, but are not restricted to:

- a) Intentionally creating or disseminating malicious code or executable software that has the effect of disrupting, damaging, spying, or otherwise harming other users or systems
- b) attempting to gain unauthorized access to any data, resources, or computer or phone systems (including those of the District)
- c) Physically vandalizing any technology hardware, peripherals, furniture or materials in any of the District's buildings
- d) Accessing another user's accounts, files, or personal information, or to impersonate another user

IV No Privacy Guarantee

There is NO PRIVACY GUARANTEE for any use of the District network, access to the Internet and all other information technology-related hardware and services including, but not limited to, email, web browsing, and use of any District hardware.

All students, employees, and community members must understand that District technology is not guaranteed to be private and is the sole property of the District. Consequently, the Technology Department may at its discretion and in conjunction with the District's Acceptable Use Policy examine the related accounts and data for any user.

Student violations of the Acceptable Use Policy will be immediately reported to the student's parents and District administration, and may result in disciplinary action.

V Sanctions

Use of another organization's networks or computing resources must comply with the rules of the District Network and such other network. Illegal activities are strictly prohibited. Information pertaining to or implicating illegal or unlawful activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Users must respect all intellectual and property rights and laws.

In accord with the Copyright Act of 1976, a user may make "fair use" of a copyrighted work for purposes of criticism, comment, news reporting, teaching, scholarship, or research.

Use of the District Network for personal commercial gain including as securities day trading, content hosting, auctions, currency mining, crowdfunding, commercial activities by for-profit institutions, product advertisement, or for other personal commercial gain is strictly prohibited.

VII District Responsibilities

Reliability - The North Shore School District makes no warranties of any kind, whether expressed or implied, and assumes no responsibility as to the quality, availability, or reliability of the technology-related services it is providing. Users access the Internet and create, consume or disseminate content at their own risk. The District will not be responsible to any user for any damages sustained or incurred in connection with the use, operation or inability to use the District network, access to the Internet and all other information technology-related hardware and services including, but not limited to, loss of data, non-deliveries, misdeliveries, personal device damage or loss, or service interruptions caused by the District's own negligence, errors or omissions (even where the District has been advised of the possibility of such loss), or those of the user.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adoption date: June 15, 2006
Revised: December 10, 2015

NORTH SHORE SCHOOL DISTRICT

GLEN HEAD SCHOOL, GLENWOOD LANDING SCHOOL, SEA CLIFF SCHOOL

ELEMENTARY COMPUTER/INTERNET ACCEPTABLE USE POLICY

The North Shore School District provides the use of computer facilities and Internet access for educational use only. In order for the students to use the Internet, parents must give their permission. Please review these guidelines with your child and indicate your permission for your child to use the Internet.

1. Use the computer and Internet only with your teacher's permission and for the purpose your teacher has requested.
2. Your school computer files are not private and your teacher or system manager may see them at any time.
3. Respect copyright laws: Do not copy materials without permission
4. Do not give your password to anyone.
5. Do not enter information about yourself, such as name, address, phone number, screen name of yourself or anyone else.
6. Ask your teacher about any messages that you receive that are not appropriate and make you feel uncomfortable.
7. You must treat all the computer equipment with respect.
8. You must tell your teacher or the compute aide if you find a problem with your computer.
9. Do not attempt to access profane or obscene material. If you do so accidentally, notify your teacher right away.
10. You must understand that breaking these rules may result in disciplinary action.

STUDENT AGREEMENT

My parent/guardian has discussed the Computer/Internet rules with me. I agree to follow the rules

STUDENT NAME (please print) _____

STUDENT SIGNATURE _____

DATE _____

**NORTH SHORE SCHOOL DISTRICT
COMPUTER NETWORK
ACCEPTABLE USE POLICY**

Please read the following before signing the attached **legally binding contract**.

Introduction

Internet access is now available to students, teachers, staff, administrators, and community members in the North Shore School District. The District's goal in providing such access is to promote educational excellence in the North Shore Schools by facilitating resource sharing innovation, and communication. The District regards this access as a privilege, not a right.

The North Shore School District's Wide Area Network Computer Network is an electronic network with accesses to the Internet, an electronic highway connecting thousands of computers and millions of individual subscribers throughout the world. It provides access to electronic mail (e-mail) communication, news from libraries and other research institutions, public domain and shareware of types, and discussion groups on a variety of topics.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The North Shore School District has taken available precautions, which are limited to filter access to objectionable materials. However, it is impossible to control access to all materials and information on the Internet.

Because we firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District, we have developed the following guidelines for acceptable use. In general, these guidelines require that end users (students, faculty, administrators, community members and staff) utilize the Network in an efficient, ethical and legal manner. The failure of any user to comply with the District's Acceptable Use Policy may result in disciplinary action as well as suspension and/or revocation of access privileges, and/or legal action.

A user's signature on the attached **legally binding Contract Agreement and Application for a North Shore School District Internet Account** indicates that the user has carefully read and fully understands this Introduction and the Terms and Conditions of Acceptable Use that follow.

North Shore School District Network – Terms and Conditions for Acceptable Use

1. A student's account can only be used to research information in support of his or her education.

4526-E.2

2. All users must abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 - a. You must not write or send messages meant to abuse, harass, intimidate or defame others.
 - b. You must use appropriate language. This means that you must not swear or use vulgarities.
 - c. You must not attempt to receive, transmit or make available to others obscene, offensive or sexually explicit material.
 - d. You should never reveal your personal address or telephone number, and you **must never** reveal the address or telephone of anyone else.
 - e. You must not use the Network in any way that might disrupt the use of the Network by others. Examples of this include, but are not restricted to:
 - i. Downloading extensive files;
 - ii. Sending mass e-mail messages or transmitting or propagating chain letters;
 - iii. Annoying others by using chat functions or instant messaging unless instructed by a teacher as part of an instructional project.
 - f. You must not create or spread viruses, degrade system performance, disrupt service or damage files.
 - g. You must never access someone else's account. You must not use another person's email account at **anytime**.
 - h. You must immediately notify the system administrator if you think you have identified a security problem. You must not talk about this security problem, or demonstrate it to other users.
 - i. You must not attempt to login to the North Shore District Network as a system administrator.
 - j. You must not vandalize any computer software, data of another user on the North Shore Network or any information connected to the North Shore Network.
 - k. You must not vandalize any computer hardware, hardware peripherals, furniture or materials in any of the computer rooms, classrooms or library.
 - l. You must not give out or allow the use of your personal network password(s). You must not log-on with any other password than your own.
 - m. You must not change, add or delete a preference file or system file at any time.
 - n. You must not attempt to gain unauthorized access to any file, resources, or computer or phone systems (including those of the District).

- o. You must not use the Network to play or download games, movies, or other forms of entertainment.

There is NO PRIVACY GUARANTEE for electronic mail (e-mail) or any use of the District Computer Network. Students, faculty, administrators, community members and staff must understand that e-mail and the Network are not guaranteed to be private and that the Network is the sole property of the District. Consequently, the system administrator may examine the account, e-mail and disks, files, etc. used in conjunction with the District Network of any user. Moreover, student violations of the Acceptable Use Policy will be immediately reported to the student's parents and may result in disciplinary action.

Use of another organization's networks or computing resources must comply with the rules of the District Network and such other network. Illegal activities are strictly prohibited. Information pertaining to or implicating illegal or unlawful activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Users must respect all intellectual and property rights and laws.

In accord with the Copyright Act of 1976, a user may make "fair use" of a copyrighted work for purposes of criticism, comment, news reporting, teaching, scholarship, or research. Of course, students must always avoid plagiarism.

Use of the District Network for day-trading, on-line auctions, commercial activities by for-profit institutions, product advertisement, or for commercial gain is also prohibited.

Reliability - The North Shore School District makes no warranties of any kind, whether expressed or implied, and assumes no responsibility as to the quality, availability, or reliability of the service it is providing. Users navigate the Internet and use information at their own risk. The District will not be responsible to any user for any damages sustained or incurred in connection with the use, operation or inability to use the District Network, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by the District's own negligence, errors or omissions (even where the District has been advised of the possibility of such loss), or those of the user.

The terms and conditions stated in this Policy reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the state of New York and the United States of America.

You may retain this copy of this policy for your files.

**CONTRACT AGREEMENT
and
APPLICATION FOR A NORTH SHORE
SCHOOL DISTRICT INTERNET ACCOUNT**

Directions: After carefully reading the North Shore School District Network Introduction and the Terms and Condition for Acceptable Use, please fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian is also required where the applicant is a student. Signed contracts should be returned to the building's computer aide. Any questions should be addressed to Mr. Elliot Kaye, Director of Technology.

CONSENT AND WAIVER

I have read the North Shore School District Computer Network Introduction and the Terms and Conditions for Acceptable Use. I fully understand and will abide by the stated Terms and Conditions for the North Shore School District Computer Network. I understand that there is no privacy guarantee for e-mail or any use of the District Network.

I further understand that any violation of this Policy may result in disciplinary action and suspension and/or revocation of access privileges and/or legal action. Moreover, I am legally responsible for any action I take with regard to use of the Network and any evidence of violation of federal, state and/or local law will be forwarded to the proper authorities.

In consideration for the privilege of using the North Shore School District Computer Network, on behalf of myself, and my respective relatives, heirs, estates, and assigns, I hereby release and discharge the North Shore School District, and its respective officers, employees and agents, from any and all claims and liabilities arising out of or resulting from any use, operation, or inability to use the District Network. I further agree to defend and indemnify the District and hold the District harmless from and against any and all claims, proceedings, damages, injuries, liabilities, losses, costs, and expenses (including reasonable attorneys' fees) relating to any acts taken by me or material or information transmitted by me in connection with any use of the District Network.

User Name (please print in ink): _____

User Signature: _____ Date: _____

For Students:
Expected Year of Graduation: _____

PARENT OR GUARDIAN (IF APPLICANT IS A STUDENT)

As the parent or guardian of this student, I have read and fully understand the Introduction and the Terms and Conditions for Acceptable Computer Use in the North Shore School District Network. I understand that this access is designed for educational purposes only and have fully discussed this fact with my son or daughter. I assume responsibility for the content of messages transmitted or posted by my child.

I understand that although the North Shore School District has taken precautions to eliminate objectionable material, it is impossible for the North Shore School District to restrict all access to objectionable materials. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct. I understand that I am financially responsible for any and all charges made by my child to his or her account.

Finally, in consideration for my child's use of the District Network, on behalf of myself and my child, and our respective relatives, heirs, estates and assigns, I hereby release and discharge the North Shore School District, and its respective officers, employees and agents, for any and all claims and liabilities arising out of or resulting from my child's use, operation or inability to use the District Network. I further agree to defend and indemnify the District and hold the District harmless from and against any and all claims, proceedings, damages, injuries, liabilities, losses, costs, and expenses (including reasonable attorney's fees) relating to any acts taken by my child or material or information transmitted by my child in connection with any use of the District Network.

Parent or Guardian (please print in ink: _____)

Signature: _____ Date: _____

Daytime Phone Number: _____

Evening Phone Number: _____

Adoption date: June 15, 2006

INTERNET SAFETY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district technology for access to the Internet. To this end, although unable to guarantee that any selected filtering and blocking technology will always 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 child pornography or meant to harass, bully or intimidate
- Minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act, or depictions meant to harass, bully or intimidate.

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 Director of Technology.

The Superintendent or Director of Technology also shall develop and implement procedures that provide for the safety and security of students using electronic mail, social networks and platforms, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district technology; and restricting student access to materials that are obscene, child pornography, meant to harass, bully or intimidate, or otherwise 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 the district's network. The Superintendent or Director of Technology shall establish and implement procedures that enforce these restrictions.

The Director of Technology designated under the district's Computer Network or Acceptable Use Policy (4526), shall monitor and examine all district 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 network, including access to the Internet, 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

4526.1

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 district technology access privileges.

As part of this policy, and the district's policy on acceptable use of district computers, the district shall also provide age-appropriate instruction regarding appropriate online behavior, including:

1. interacting with other individuals on social networking sites and in chat rooms, and
2. cyberbullying awareness and response.

Instruction will be provided even if the district prohibits students from accessing social networking sites or chat rooms on district computers.

Cross-ref: 4526, Computer Network for Education

Ref: Public Law No. 106-554
47 USC §254
47 CFR §54.520
20 USC §6801

Adoption date: June 15, 2006
Revised: October 25, 2012

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 technology for access to the Internet and the district's network.

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, a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that 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.
- 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.

In addition, harassment or bullying means the following:

- Harassment, or bullying means— the creation of a hostile environment by conduct or threats, intimidation or abuse, including cyberbullying and includes, but is not limited to, acts based on a person's actual or perceived race, color, weight, religion, religious practice, national origin, ethnic group, gender (including gender expression or identity), sexual orientation, sex, or disability, when the act:
 - Has the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being;
 - Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety;
 - Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student;

- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

“Cyberbullying” means harassment or bullying as defined above, where such harassment or bullying occurs through a form of electronic communication.

Nothing in this definition requires the affected student to actually possess a characteristic that is a basis for the harassment or bullying.

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 technology to visual depictions on the Internet that are obscene, child pornography, meant to harass, bully or intimidate, or otherwise harmful to minors.
- The district’s Director of Technology shall be responsible for ensuring the installation and proper use of any Internet blocking and filtering technology protection measure obtained by the district.
- The Director of Technology or his or her designee may disable or relax the district’s Internet blocking and filtering technology measure only for adult staff members conducting bona fide research or for other lawful purposes related to the discharge of their official responsibilities.
- The Director of Technology 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, child pornography, meant to harass, bully or intimidate, or otherwise harmful to minors.

III. Monitoring of Online Activities

- The district’s Director of Technology 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 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 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 technology shall help to monitor student online activities to ensure students access the Internet and the district's network, 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 Director of Technology 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 unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

IV. Training

- The Director of Technology or designated representatives shall provide age-appropriate training for staff and students who use the district's Internet or other computer technology facilities. Staff and student training will include, but not be limited to, education regarding:
 - The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
 - Student safety with regard to:
 - safety on the Internet;
 - appropriate behavior while online, including interacting with other individuals on social networks or platforms, and in chat rooms; and
 - cyberbullying awareness and response.
- 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.
- The district shall provide staff and students with strategies aimed at preventing harassment, intimidation, and bullying while using District technology and/or accessing the Internet or the District's network.

- Students shall be directed to consult with their classroom teacher if they are unsure whether their contemplated activities when accessing the Internet or the district's network 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, social networks and platforms, 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 district technology access privileges, counseling, correcting behavior and discipline, as well as school suspension in the case of students and disciplinary charges or law enforcement referrals in the case of teachers.
- Retaliation is prohibited and shall result in authorized disciplinary procedures. It is a violation of this policy to threaten or harm someone for reporting incidents of harassment, intimidation, or bullying.
- It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Staff and students will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations of harassment, intimidation, and bullying shall be subject to appropriate discipline.

Adoption date: June 15, 2006

Revised: October 25, 2012

FIELD EXPERIENCES

Field experiences serve as an extension of the instructional program and as such, are an integral part of the school program. These experiences serve to provide students with opportunities to:

- Engage in community-based learning opportunities
- Participate in authentic, real-life, problem-solving activities
- Reach into the community as both learners and contributors

The Superintendent of Schools will determine the frequency and content of class field experiences. 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 experiences 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.

Field experiences normally occur during the school day. Extended field experiences, (those experiences that extend beyond the school day and involve overnight stays) that serve as an integral part of the instructional program, will be limited to students in grades 6-12, and will be scheduled during the week to coincide with the normal school day, wherever possible.

- Field experiences must be approved by the Building Principal. Extended field experiences are subject to the approval of the Superintendent or his designee.
- No student will be pressured to participate or penalized for choosing not to participate in a particular field experience.
- All school-sponsored field experiences will be supervised in accordance with the guidelines outlined in regulation 4531-R.
- A permission slip signed by the student's parent or guardian must be obtained prior to each scheduled field experience.
- School vehicles will furnish transportation where practicable. All students will be transported back to the point of departure. Commercial vehicles will provide service in the event school transportation is not available.

The Board will support field experiences as it deems appropriate through budget allocations for each building. No student shall be denied an opportunity to participate because of inability to pay.

Planning

In order to make necessary transportation arrangements, all requests for day field trips must be submitted to the appropriate Building Principal at least ten days prior to the trip date.

Trips in excess of one day involving overnight travel should be approved by the Superintendent of Schools prior to making any commitments or arrangements. Rather than the traditional parent permission slip, exhibit 4531E shall be utilized for all extended, overnight) field trips. Requests for overnight trips should be made at least one month in advance of the planned event.

Extended Arts and Athletic Trips

Extended arts and athletic trips provide as many students as possible with opportunities for enriched experiences designed to broaden and inspire their learning, leading to increased personal growth. Athletic teams and performing groups may participate in such experiences when they offer unique or special opportunities, unavailable through local or regional competition, exhibition or performance. Rather than the traditional parent permission slip, exhibit 4531E shall be utilized for all extended Arts and Athletic trips.

In scheduling extended arts and athletic trips every effort will be made to:

- Avoid conflict with academic classes whenever possible; and
- Schedule athletic trips in the pre-season so spring teams might travel during the February holiday, for example.

Student fundraising is limited to one major public activity in support of athletic trips and one major public activity in support of arts trips in any academic year, and such activities must be in compliance with all Board of Education Policies and Regulations related to fundraising activities.

If more than one team or group wishes to travel but funds are not sufficient for all, the department will establish a schedule to ensure each has equitable access to the opportunity over a period of time

Transportation

When the district provides transportation to students on a school-sponsored field experience, 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.

Cross-ref: 5420, Student Health Services

Ref: Education Law §§1604; 1709; 1804; 1903; 2503; 2554; 2590-e; 3622

Adoption date: June 15, 2006

Reviewed: July 5, 2007

Approved July 26, 2007

FIELD EXPERIENCES REGULATIONDay Field Trips

1. All applications for any field trip shall be accompanied by written educational plans clearly delineating:
 - a. Topical relationship of the trip to the classroom program;
 - b. A specific classroom plan for relating the trip to that being studied prior to the trip taking place; and
 - c. A specific classroom plan for “follow-up” upon return from the trip.
2. It is strongly recommended that wherever practicable the application be accompanied by a student guide to be used during the field trip. This may contain questions, narrative or descriptive material, highlights, a map or floor plan as applicable which would provide self-direction, homework assignments, enrichment suggestions, etc.
3. Educational plans filed with the Building Principal as part of the application must be applicable to the classes of all students who will be on the trip. Exceptions must be approved in advance of the trip by the Building Principal.
4. No teacher may take on any field trip a student who is not an enrolled member of his/her current class(es) without the written permission of the Building Principal.
5. A field trip application must be submitted to the Building Principal no later than 10 school days before the date of the trip.
6. All K-5 requests for a field trip must include the name of an adult who shall be a parent/guardian of a member of the class and who has agreed to serve in a supervisory capacity on the trip. A minimum of one such adult per class will be required. Depending on the type of trip and the nature of the class, the Building Principal may require additional parent supervision before giving permission.
7. Adults who are not parents/guardians of class members may not accompany the class unless approved by the Building Principal. Children who are not class members are not permitted to be present on the field trip without the permission of the Building Principal. Attendance of children who are not enrolled in the school will not be permitted.
8. In addition, the Building Principal may require any other information relative to the health, safety and welfare of the students along with further details as to educational plans for the proper utilization of the field trip.

Overnight Field Trips

Overnight field trips will be considered for approval under the following conditions:

1. The trip must be educational in nature, and towards that end the request for approval must be accompanied by a proposal to the Building Principal, submitted at least one month before the trip is to take place, in order to provide sufficient time for additional planning and review, and which:
 - a. thoroughly details the relationship of the field experience with classroom activities and proper courses of study;
 - b. provides specifics as to the educational program that will both precede and follow the field trip;
 - c. includes an itemized estimate of costs, per student and adult. These should cover such areas as transportation, room and board, admissions, guide fees, etc.; and
 - d. contains a tentative timetable of activities. Addresses and telephone numbers of museums, camp headquarters, rest stops, motels and hotels, restaurants, etc., should be provided wherever possible.
2. The organization for the trip will be handled as follows:
 - a. One staff member must be designated by the Building Principal as trip coordinator and will be responsible for all communications pertaining to the trip. These communications include submission of the initial application, educational plans, parent approvals, notifications being sent to parents, cost breakdowns, transportation arrangements, room assignments, rosters, itineraries, student health inventories, etc.
 - b. The trip coordinator must obtain from the school nurse-teacher a list of all student participants who require special attention and/or medication. Unless a registered nurse is present, the trip coordinator will also be responsible for the retention of medication sent by parents for use by students. In such case, a written note by the parent and the family doctor, referring to the use and prescription of the medication, must be in the trip coordinator's possession. When a nurse is present, those duties pertaining to medication will be his/her responsibility. No medication will be administered unless notes from both parent/guardian and doctor are on file. See also regulation 5420-R.
 - c. The trip coordinator must provide the Building Principal with a list of students who will not be participating, although eligible, at least two weeks before the trip is to take place. Other names may be added to the list after it is submitted. A significant drop in expected participation may result in the withdrawal of approval.

- d. Teachers arranging for the field trip will bring to the attention of the Building Principal the name of any students who may be prevented from participating because of financial hardship. This must be done in confidence and arrangements made to allow the costs to be defrayed from other sources without embarrassment to the students or their families.
 - e. After approval of the trip, the timetable prepared by the trip coordinator must be finalized and left with the Building Principal before the trip commences. Changes in the finalized timetable should be brought to the Building Principal's attention before the date of the trip, and discussed thoroughly. Such changes should not significantly alter the proposal as originally approved.
 - f. A "check-in" telephone call shall be made by the trip coordinator to the Building Principal, or his/her delegate, at a pre-arranged time each evening. Emergencies are to be called in to the Building Principal or other administrator without delay. The trip coordinator should bring a list of emergency telephone numbers
3. Supervision of the trip.
- a. In grades 6-8 there should be at least one parent or adult guardian or teacher for every eight students, and this should include at least one teacher for every twenty-four students. This may be modified by the high school Building Principal if, in his/her judgment, it is deemed desirable.
 - b. In grades 9-12 there should be at least one parent or adult guardian or teacher for every twelve students, and this should include at least one teacher for every twenty four students. This may be modified by the high school Building Principal if, in his/her judgment, it is deemed desirable.
 - c. Exceptions may be made to substitute an adult other than a parent/guardian, but this may be done only by the Building Principal for good and sufficient reason. All chaperones are subject to the approval of the Building Principal.
 - d. Where more than one hundred students are to participate, arrangements should be made for a registered nurse to accompany the group. For smaller groups, the availability of personnel trained for physical emergencies should be ascertained in advance.
4. Exhibit 4531 shall be utilized as the permission slip for all overnight/extended field trips.
5. Exclusions from overnight field trips:
- a. Classes or individuals below grade six.
 - b. Any child who is not a regular member of the educational group from the district schools for whom the experience was planned. This exclusion extends, but is not limited, to the children of adults who may accompany the group as teachers or chaperones if the children do not belong to the educational group referred to here.

- c. Students whose presence may serve as a disruptive influence or who represent a potential danger to the health and safety of the other participants. The Building Principal shall determine the identity of these students and reserves the right to bar them from participation.
6. Field trip participation by students shall be entirely voluntary and no penalty for non-attendance shall occur.
7. Students who are not participating must be re-scheduled for in-school programs during the duration of the trip. Failure to participate does not excuse the student from school attendance.
8. Student expenses, including cost of transportation, will be borne entirely by the participating students, except that where costs are reimbursable through BOCES participation, student costs will be reduced by the then applicable reimbursement rate.
9. Costs for professional staff members will be paid for by the school district except for personal expenditures. The district will also pay the costs for any substitute teachers required to cover the school building program of staff members who are attending the field trip.
10. No communication regarding the trip is to be sent to parents without the approval of the Building Principal.
11. Teacher participation shall be entirely voluntary. However, if teacher participation is held by the Building Principal to be insufficient to satisfy the educational rationale for the trip, approval may be withheld.
12. All participating students must have on file completed and signed parent/guardian permission slips and student health inventories before the trip takes place. Failure to have either form properly completed and signed will automatically bar the student from participation.
13. A required student/parent meeting shall be held prior to all overnight trips, the purpose of which shall be to inform participants and their parents of all pertinent rules, regulations and related details.

Adoption date: June 15, 2006

Reviewed: July 5, 2007

Revised: July 26, 2007

Revised: December 10, 2015

North Shore School District
North Shore High School
Overnight Field Trip Consent Form

TO: Superintendent of Schools

RE: _____
Print Name of Student

I hereby authorize, consent and give permission to the North Shore School District to allow the student above-named to accompany other students on a school sponsored and supervised trip to _____ to take place on _____ and to participate in activities authorized by school faculty member(s) or administrator(s) to be conducted at such location.

Signature of Parent

We recognize that this is a school sponsored trip and therefore all school policies governing student conduct and behavior apply. Students will be expected to follow all guidelines related to the possession or use of drugs and alcohol. In addition, students will be expected to follow any further rules or regulations established by the teacher in-charge, including room checks.

Students in violation of District policy on drugs and alcohol will automatically be sent home and violation of other policies governing student conduct and behavior may have the same consequence. Parents will be notified so that they may make necessary transportation arrangements at their own expense. The District will take disciplinary action as well, including, but not limited to, up to a 5 day out of school suspension and suspension from extra curricular activities and/or field trips for drug and alcohol use or possession. The student will also be subjected to the terms and consequences of The District Code of Conduct and The Athletic Code of Conduct both of which are accessible through the District website, www.northshoreschools.org

It is important for parents to understand that there will be times that students will be allowed to travel in groups, without chaperones. These times, safety checkpoints, and curfews are itemized on the field trip itinerary attached to this form. Before any student is allowed to go on the field trip, parent(s) or guardian(s) must return this signed permission slip along with a signed itinerary. This will insure that we know that you are fully aware of the wonderful, exciting opportunities your son or daughter will have as well as the responsibilities they have for acting in a safe and responsible manner. We also ask you to complete the attached medical form in case an emergency occurs.

There is always an element of risk involved in a student's participation in any off-campus field trip. By signing this consent form, we recognize that there is a risk of injury during the course of the trip and hereby release North Shore Central School District from any liability arising out of any injury during the field trip, unless it arises from the District's gross negligence.

We have read and understand the above and agree to be bound by its terms.

Date

Signature (Parent/Guardian)

Signature of Student

Print Name (Parent/Guardian)

Reviewed: July 5, 2007
Approved: July 26, 2007

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 or Building Principal 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 or Building Principal 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 obtain a building visitation pass, and 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.

School volunteers may not access student personally identifiable information, except if permitted under policy 5500, Student Records.

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

Cross Ref: 5500, Student Records

Ref: Family Educational Rights & Privacy Act, as amended, 20 USC §1232g;
34 EFR §99.31(a)(1)(i)(B)

Adoption date: October 12, 2006

Revised: December 10, 2015

Revised: July 11, 2019

GUIDANCE SERVICES

The administration of the guidance and counseling program within the secondary schools shall be the responsibility of the Director of Guidance under the supervision of the Principal of each school. The Superintendent shall be responsible for the overall district program.

The guidance program shall endeavor to help each student develop to his or her fullest through the educational program. To this end, the counselor's primary responsibility is to help the student make the most of the academic and personal opportunities available through the North Shore Schools, a task which necessarily involves planning for post-graduate education and life. At the high school, college and career choice and placement are particular emphases.

Counselors provide information to aid students in their academic and life choices, offer advice and perspective, and serve as sources of referral for assistance they cannot themselves provide. Although counselors advocate individual student needs and views, they are ultimately responsible to the school and are accountable for upholding school rules, regulations, standards and directions under the authority of the principal

While counselors may be called upon to address personal matters to achieve their primary goal, a therapeutic relationship with students is inappropriate and personal counseling beyond the short term is normally the province of other specialists. However, the Schools may provide counseling beyond the short term, consistent with a student Individual Education Plan or Section 504 plan.

Because effective guidance is based on the impact of parental views and input, the guidance staff will make specific efforts and develop plans for involving parents in the counseling program.

Ref: Education Law §4605
8 NYCRR §100.2(j)

Adoption date: June 15, 2006

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 and progress towards standards, 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.

Processing and Changing Student Grades

Grades are expected to be submitted in a timely fashion to be reported to parents. Submission of grades will be open until a date set by the Building Principal, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request. Grading systems will only be unlocked for enough time to allow the modification. Any extension to the date the system will be locked must be approved by the Building Principal.

While the professional judgment of the teacher shall be respected it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include, but are not limited to, reflecting additional assignments, correcting mistakes, or to accommodate student illnesses. Once a grade is assigned to a student by a teacher and grades close, the grade may only be changed by the Building Principal, a district administrator or the Superintendent, after notification

to the teacher of the reason for such change, or upon request of the teacher. All grade changes require supporting documentation, to be maintained in the system and in the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The district's student management system will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.

Should an administrator enforce a grade change contrary to the teacher's assigned grade, he/she shall be prepared to report to the Superintendent of Schools and/or the Board.

All re-opening of the grading system and grade changes will be reviewed annually to ensure the process is being followed and that there is no unusual or inappropriate activity.

There will be a limited number of personnel other than teachers who have access or permissions to enter or change grades in the system. This list includes the Building Principal, Assistant Principal, or the Assistant Superintendent for Instruction.

The Director of Technology will develop regulations and procedures for adding users, establishing user's access rights, including override abilities, deactivating or modifying user accounts, granting user permissions, and monitoring user access to and activity within the system.

Access and permission will be reviewed annually to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the district, or no longer in positions requiring access and permissions, will be removed, modified or deactivated immediately.

Cross-ref: 5100, 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 MacWhinnie, 20 EDR 145 (1980)
Matter of Dickershaid, 26 EDR 112 (1986)
Matter of Fitchett-Delk, 25 EDR 178 (1985)
Matter of Shamon, 22 EDR 428 (1983)
Matter of LaViolette, 24 EDR 37 (1984)

Matter of McClurkin, 28 EDR 136 (1988)
Matter of Rivers, 27 EDR 73 (1987)
Matter of Gibbons, 22 EDR 134 (1982)
Matter of Reid, 65 Misc. 2d 718 (1971)

Adoption date: June 15, 2006
Revised: January 3, 2013
Revised: July 11, 2019

STUDENT PROGRESS REPORTS TO PARENTS

Good communication and cooperation between home and school are important influences on a student's performance. Therefore, teachers and parents and/or guardians should be in regular contact. At a minimum, the teacher must notify the parent and/or guardian whenever a student's overall performance falls into the category of "poor" (merits a C- or below in the secondary years) and the school will report formally on all students' progress at the secondary level at least four times a year and at the elementary level at least three times a year. Reports of student progress will reflect the student's academic achievement and growth in relation to North Shore standards. Reports will also make mention of student attitude and effort.

The goal is to communicate as often as is necessary and as effectively as possible with the parents and/or guardians of each child, and to encourage them to communicate with the school. Parents and/or guardians are urged to visit the school portal and to confer with guidance counselors and teachers as deemed necessary. Staff members are urged to maintain informal contact with parents and/or guardians through telephone calls, e-mails, the portal and notes.

Cross-ref: 4710, Grading System

Ref: 8 NYCRR Part 149, subparts 149-1; 149-3

Adoption date: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

Revised: January 3, 2013

Revised: December 10, 2015

HOMWORK POLICY

Homework should advance a spirit of learning, curiosity, and inquiry in students while fostering independent learning beyond the confines of the school day. Though homework is not a nightly requirement in the North Shore School District, it can be assigned when it affords unique learning opportunities or experiences which cannot be had within the confines of the school setting or school day. Homework can be assigned when it provides opportunities to read, develop good study habits, or practice skills.

The mental health and wellness of students is a priority and, given that homework can be a major source of stress, it should be assigned judiciously in order to safeguard time for students to develop extra-curricular interests and engage in activities outside of school. Factors such as student's developmental readiness, health, home environment, non-school responsibilities, assignment deadlines for other teachers, and special observances and events related to the academic calendar should be taken into account when homework is assigned.

When assigned, homework should be a properly planned part of curriculum and instruction, extending and reinforcing the learning experience of school. Homework should be purposeful so as to further learning and foster positive attitudes about learning. Choice and interest based reading of literature for students must be prioritized, particularly in the early grades. Homework should encourage self-reflection and metacognition. An assignment important enough to be done must be considered worthy of timely teacher review and feedback.

Homework shall be assigned according to these guidelines:

- The amount of homework should gradually increase from K-12.
 - Homework in kindergarten is limited to opportunities for the student to read alone or with a parent or guardian.
 - The following times represent the amount of time per night in which students at each grade level should be completing homework. The Board recognizes that all students will work at a pace appropriate for them. These times are not meant to suggest that homework must be assigned or that the amount of homework assigned must be within the guideline. Furthermore, the times may include time for reading, which should be prioritized, particularly in the early grades. Teachers are encouraged to follow these time guidelines and coordinate with one another. Teachers have discretion.
 - First Grade – Ten minutes
 - Second Grade – Twenty minutes
 - Third through Fifth Grades – Thirty minutes
 - Middle School – Forty-five minutes

- High School, with the exception of AP and IB courses – Sixty minutes
- High School, AP and IB courses – Twenty minutes per course, with no student having more than one hundred minutes of homework per night
- Teachers are encouraged to limit the amount of homework assigned and the number of nights per week homework is assigned, particularly in the early grades.
- Parents are encouraged to communicate with teachers if they feel that their child(ren) are spending excessive amounts of time on homework.
- Teachers should provide students with adequate time to complete assignments. For any long-term assignments, students should be provided with at least a week, including a weekend, for completion.
- Teachers are encouraged to provide flexibility in both the time provided for assignments (e.g., providing the week’s assignments at the outset of the week) and options for homework (e.g., providing choice, developing a homework menu).

To create a successful homework partnership among parents, teachers, and students, communication is encouraged about any issues impacting successful completion and the well-being of the student and her or her family.

Adoption date: October 12, 2006

Revised: January 3, 2013

Revised: August 29, 2019

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

A. Elementary Schools

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.

The following are the criteria for decisions:

1. Academic performance, with emphasis on language arts and math
2. Emotional development
3. Social development
4. Physical development
5. Aptitude as measured by standardized tests

Retention is a last resort after other remedial and other support measures have proven inadequate. No child will be retained more than once in grades K-3 and once in grades 4-6.

When a student may be retained or conditionally promoted, the teacher (1) identifies him or her as early as possible in the year, (2) confers with the parents and makes them aware of available support, (3) submits a Child Study Team (CST) referral by January 15 if at all feasible. The building principal shall (1) call a CST meeting (2) send the parent a written report by March 1. The principal shall make a final decision by early June following consultation with the parent, the teacher and the CST. The results of the CST meeting and placement decisions will be communicated informally by the teacher and in writing by the principal.

If a child has been considered for retention but there is compelling reason for a trial promotion, that placement will be made pending a review of progress in the early autumn. The parents shall be informed of the conditional nature of the placement by the classroom teacher in a conference and in writing by the principal.

When a child is retained, the teacher, in consultation with the CST, shall develop a student learning profile and submit it to the principal by October 1. This procedure shall be followed for two years and parents informed of the existence of the plan.

B. Middle schools

A student who fails three or four academic subjects may be retained in grade for one year. He or she will also repeat all non-academic courses unless the principal determines that an alternative would be more appropriate.

A student who fails one or two academic subjects will be promoted, provided that he or she attends and passes summer school courses in the subject.

If a student cannot attend summer school for reasons the principal judges acceptable, alternate arrangements may be approved by the principal in advance.

The principal will review and approve each retention individually before it occurs. The principal may cancel a retention if in his or her judgment the student has demonstrated through effort, attitude and ability that promotion would be in his or her best interest or if negative social and emotional consequences would outweigh the benefits of a retention. The principal will inform the parents of his or her decision.

C. 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 4 or 5 units of credit at each level.

D. 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.

E. Retention

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: June 15, 2006

Reviewed: November 13, 2009

Revised: December 3, 2009

GRADUATION REQUIREMENTS

Graduation from the North Shore Schools denotes that a student has satisfactorily met the districts' standards for learning and all other state and local 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 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: June 15, 2006

GRADUATION REQUIREMENTS REGULATION

The Board of Education will award diplomas to students who meet the requirements set forth below:

Regents Diploma

Students must receive a score of at least 65 on five required Regents exams and complete 22.5 units of credit as required, to earn a Regents Diploma. A waiver of the additional .5 credit may be granted by the high school principal or superintendent in extenuating circumstances.

A Regents Diploma with Honors will be awarded to those students who meet the requirements stated above and achieve an average of 90 percent in all their required Regents exams.

Regents Diploma with Advanced Designation

Students who score at least 65 on eight required Regents exams and earn 22.5 units of credit as required will receive a Regents Diploma with Advanced Designation. A waiver of the additional .5 credit may be granted by the high school principal or superintendent in extenuating circumstances.

A Regents Diploma with Advanced Designation with Honors will be awarded to those students who meet the requirements stated above and achieve an average of 90 percent in all their required Regents exams. All diploma options offered by the New York State Education Department will be afforded to North Shore students.

Students entering grade 9 in September 2009 and thereafter who complete all course work and testing requirements for the Regents Diploma with Advanced Designation, and who pass with a score of 85 or better, three Regents examinations in mathematics and/or three Regents examinations in science, will earn a Regents Diploma with Advanced Designation with an annotation on the diploma that denotes mastery in mathematics and/or science as applicable.

IEP Diploma

Students who have been designated as having a disability must have completed the requirements to receive an IEP diploma or local certificate as specified in the Individualized Education Program (IEP) and approved by the Committee on Special Education (CSE).

Adoption date: June 15, 2006
 Revised: January 3, 2013
 Revised: December 10, 2015
 Revised: May 9, 2019
 Revised: April 15, 2021

GRADUATION CEREMONIES

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

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

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

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

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

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

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

Adopted: August 29, 2019

GRADUATION CEREMONIES REGULATION

Participation by Earning a CDOS or SACC

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

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

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

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

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

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

Adopted: August 29, 2019

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.

To educate students consistent with the Mission, the educational program must necessarily include discussions, readings or other materials which one or more individuals in the schools or community may find offensive or otherwise controversial. North Shore students have the right to:

- study any controversial issue with political, economic or social significance.
- free access to all relevant information.
- study under capable instruction in an atmosphere free from bias or prejudice.
- form and express opinions without jeopardizing relations with the teacher or the school.

The professional staff have the full support of the Board in implementing this policy.

Materials

Under the authority of the Superintendent of Schools, the professional staff are delegated responsibility for selecting books and other learning materials for classrooms, libraries and other settings, subject to approval of the appropriate principal /director and or Lead Teacher. The criteria for choosing materials are:

- Consistency with the North Shore Mission
- Appropriateness for promoting student learning and/or welfare
- The intellectual and emotional readiness and maturity of the students who will use them.

Materials shall reflect a balance of the major views on the topic, and teachers shall not promote their own views in their contacts with students.

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 preserves the academic integrity of the district. 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.
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.

Prior to presenting controversial materials to their students all teachers shall 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

The Director/Teacher Leader/and/or Principal will review the materials pursuant to the guidelines above.

In case of complaint, decisions about the use of controversial materials shall be made through a progressive review process involving the teacher, the principal and teacher, the principal, and a special committee of the professional staff. At each level of this process, the reviewer(s) shall consider each complaint fully and fairly and render judgments on the basis of the criteria above.

Ref: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 260 (1988) (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 EDR 363 (1990) (teachers First Amendment rights in an educational setting)
Appeal of O'Connor, 29 EDR 48 (1989) (notification prior to dissemination of controversial materials)

Adoption date:	October 12, 2006
Reviewed:	November 13, 2009
Revised:	December 3, 2009
Revised:	December 10, 2015

CEREMONIES AND OBSERVANCES

The Superintendent of Schools or the Superintendent's designee(s) are responsible for planning and implementing celebrations, commemorations and other ceremonies, consistent with the Statement of Mission. Such observances shall be as fully integrated into the school program as practicable.

Consistent with State Law, all students and teachers will be given the opportunity to say the "Pledge of Allegiance" daily.

In accordance with federal and state constitutional requirements regarding the separation of church and state, the Board of Education will neither advance nor inhibit religion. However, since religion has played a principal part in our nation's heritage, the Board recognizes how teaching about religion may, at times, be appropriate. The Board will not, in any case, allow religion to be taught in the context of encouraging children to adopt a particular faith or belief system during school hours.

The district may have holiday displays and celebrations when it can be demonstrated that there is cultural significance to the events and/or displays and when a reasonable observer would view such activities and/or displays as involving the teaching about religion. The Board will work to ensure that sensitivity is demonstrated to children of all faiths as well as to those who do not subscribe to any religion when themes of a religious nature are presented.

The Board will work to provide all students with a school environment which is respectful to their particular system of belief or non-belief and which does not place them in a position of feeling uncomfortable and made to conform to any other person's beliefs.

Ref: *Altman v. Bedford CSD*, 245 F.3d 49 (2d Cir. 2001) ("Earth Day" celebrations did not impermissibly endorse religion where no religious ceremony was attached)
Santa Fe Indep. Sch. Dist. V. Doe, 530 U.S. 290 (2000) (constitutionality of student-led prayers at interscholastic athletic activities)
Lee v. Weissman, 505 U.S. 577 (1992) (constitutionality of clergy-led prayers at graduation ceremonies)
Lemon v. Kurtzman, 403 U.S. 602 (1971) (constitutional test to determine church-state issues)
Lynch v. Donnelly, 465 U.S. 668 (1984) (constitutionality of holiday display)
County of Allegheny v. American Civil Liberties Union of Greater Pittsburgh Chapter, 492 U.S. 573 (1989) (constitutionality of holiday display)
Florey v. Sioux Falls School District; 619 F2d 1311 (1980) (constitutionality of school observance of holidays)

Appeal of Cayot, 42 EDR 97 (2002) (singing of “God Bless America” does not violate the Establishment Clause)

Appeal of Sebouhian, 31 EDR 397 (1992) (resolution to change name from winter to Christmas concert indicated an unconstitutional religious purpose)

Appeal of Pasquale, 30 EDR 361 (1991) (permission to adopt guidelines for the treatment of religious and cultural holidays in the instructional program)

Matter of Rosenbaum, 28 EDR 138 (1988) (permissibility of religious music and art in schools)

Matter of Cromwell, 72 EDR 116 (1951) (religious holidays in schools)

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ANIMALS IN THE SCHOOLS

The Board of Education recognizes that the study of living things is essential to effective instruction in the life sciences. The primary goals for demonstrations and investigations involving animals are to achieve an interest in and an understanding of the life processes, to demonstrate biological principles, and to teach proper care and handling of animals. Therefore, the Board requires that any such instructional activities, investigations, and projects be well-planned and adequately supervised, and be conducted with a respect for life and an appreciation of the health and safety of both animals and students.

The Board also recognizes that some students have a moral or religious objection to dissection or otherwise harming or destroying animals. In accordance with state law, students shall have the right to opt out of dissection activities, provided that the student performs an alternative project approved by the student's teacher. The objection must be substantiated in writing by the student's parent or guardian.

At the start of the school year, teachers of courses that include animal dissection shall give notice to the students in those classes of their opt-out rights and responsibilities under the law and this policy. Such notice shall be shared with parents of those students, and also be available upon request.

Ref: Education Law §809(4)
Responsible Use of Live Animals and Dissection in the Science Classroom,
National Science Teachers Association Position Statement, revised March 2008
(www.nsta.org/about/positions/animals.aspx)

Adopted: August 29, 2019