

Budget Workshop 6pm

**GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA**

MEETING: REGULAR
DATE: January 13, 2020
TIME: Immediately following the budget workshop at 6pm
PLACE: Board Room

**Board Action Items*

A. CALL MEETING TO ORDER/PLEDGE OF ALLEGIANCE

***B. EXECUTIVE SESSION, if needed**

C. PUBLIC ACCESS TO THE BOARD OF EDUCATION

Thank you for coming. We appreciate your taking the time to attend our meeting and welcome your comments. If you would like to share your thoughts with the board, please state your name and address and please limit your comments to 3 minutes. This will keep the comment period to a reasonable length and still allow everyone who wishes an opportunity to speak. Please understand we will not respond to your comments or questions at this time, but if you would like a response please be sure to include your phone number or email address on the sign in sheet. Please turn cell phones off or to silent and no texting.

***D. APPROVAL OF AGENDA**

E. ACCEPTANCE OF MINUTES

- E.1. Minutes of the December 9, 2019 Regular Meeting

F. ACCEPTANCE OF TREASURER'S REPORT

G. RECOGNITIONS:

Dr. Christopher Brown-Jennifer Kerrick, bus driver
Sue Mantz, bus driver
Wendy Kierst, National Board Certification
Michelle Freida, Renewal National Board Certification

H. ADMINISTRATORS' REPORTS

H.1. Andrea Smith and Erica Hasselstrom-Special Education Update
H.2. Dr. Christopher Brown-Capital Project

***I. CONSENT AGENDA:**

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In an effort to expedite the business of the Board of Education, but in no way meant to diminish the importance of each item, a Consent Agenda has been developed.

The personnel appointments are pending clearance of NYS fingerprinting requirements.

I.1.a. Substitute Teachers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Patrick Hall and Aubrey O'Connor** as Substitute Teachers for the 2019-20 school year.

I.1.b. Substitute Cleaner: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Isaiah Terwilliger** as Substitute Cleaner for the 2019-20 school year.

I.1.c. Resignation-Jeffrey (Alex) McKay: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the resignation of **Jeffrey (Alex) McKay**, Teacher Aide, effective December 12, 2019.

I.1.d. Appoint Teacher Aide-Jamie Fritz: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Jamie Fritz** a full time probationary Civil Service appointment as a Teacher Aide, at an hourly rate per contract, effective January 8, 2020 with a probationary period from January 8, 2020 through January 8, 2021.

I.1.e. Create Position Teacher Aide: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby create one (1) 1.0FTE Civil Service position of Teacher Aide.

I.1.f. Appoint Teacher Aide-Erin Clark: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Erin Clark** a full time probationary Civil Service appointment as a Teacher Aide, at an hourly rate per contract, effective January 9, 2020 with a probationary period from January 9, 2020 through January 9, 2021.

I.1.g. Spring Coach Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following people:

Team	Coach	Base	Longevity	Stipend
Boys Varsity Track	Jody McLaughlin	\$3,598	\$850	\$4,448
Girls Varsity Track	Seth Pritchard	\$3,598	\$650	\$4,248
Varsity Track Assistant	Terry Lucero	\$2,827	\$300	\$3,127
Boys/Girls Modified Track	David Helling	\$2,313	\$0	\$2,313

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Boys/Girls Modified Track	Ethan Eschler	\$2,313	\$150	\$2,463
Boys Varsity Tennis	TBD	\$3,598	\$0	\$3,598
Boys Mod A Tennis	Matthew Palmer	\$3,084	\$500	\$3,584
Varsity Baseball	Justin Devlin	\$3,598	\$300	\$3,898
Modified A Baseball	TBD	\$3,084	\$0	\$3,084
Varsity Softball	Brian Schulmerich	\$3,598	\$0	\$3,598
Modified A Softball	Kristen Hare	\$3,084	\$0	\$3,084
Girls Varsity Lacrosse	Jim Morse	\$3,598	\$150	\$3,748
Girls Modified Lacrosse	Megan Walters	\$3,084	\$100	\$3,184
Boys Varsity Lacrosse	Greg O'Connor	\$3,598	\$50	\$3,648
Boys Modified Lacrosse	TBD	\$3,084	\$0	\$3,084
Unified Basketball	Karen Lahue	\$578.50	\$0	\$578.50
Unified Basketball	Jeneane Herod	\$578.50	\$0	\$578.50

I.1.h. Mentors: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following mentors for the 2019-20 school year:

Mentor	New Teacher	Year
Andrea Robertson	Ginger Dailey	Year 1
Joanne Emerson	Sarah Newman	Year 1

I.2. College Student Placement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the following for the 2020 Winter semester:

Hobart and William Smith Colleges

Alison Shaw Field Experience Patrick Prusinowski and Jonathan Pragle
Duration: January 20, 2020 through May 4, 2020

Bendull Daphna Field Experience Brian Ayers
Duration: January 20, 2020 through May 4, 2020

I.3. Field Trip-FFA: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the final proposal of the FFA going to 212/360 Leadership Conference Syracuse, NY January 25, 2020-January 26, 2020.

I.4. Donation: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does accept the donation from **Valley/Gorham PTO** for winter coats and classroom materials.

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I.5. Volunteers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the submitted list of volunteers for the 2019-20 school year.

I.6. Probationary Appointment UPK Teacher-Sarah Newman: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District, pursuant to section 3102 of the Education Law and in compliance with part 30-1.3 of the Rules of the Board of Regents, does hereby appoint **Sarah Newman**, who holds a Childhood Education (Grades 1-6) Professional Certificate and Early childhood (B-Grade 2) Initial Certificate to an Elementary Teaching position in the tenure area of Elementary Teacher, for a four year probationary appointment commencing January 6, 2020 and ending on January 5, 2024, contingent on the teacher receiving a rating of Effective or Highly Effective on three of the four years preceding the tenure recommendation; salary starting at Step 6 of the current MWTA contract.

I.7. Long Term Substitute 1.0 FTE Science Teacher-Ginger Dailey: Be it resolved that the Board of Education of the Gorham-Middlesex Central School District, pursuant to section 3012 of the Education Law and in compliance with part 30-1.3 of the Rules of the Board of Regents, upon the recommendation of the Superintendent, does hereby appoint **Ginger Dailey** as a 1.0 FTE long term substitute Science Teacher position beginning January 6, 2020 through June 30, 2020, at Step 1, of the current teacher contract.

I.8. Approve Amended Policies: Be it resolved that upon the recommendation of the Policy Committee the Board of Education of the Gorham-Middlesex Central School District does hereby approve the first reading and waive the second reading of the following amended Policies:

4325 Academic Intervention Services
4326 Programs for English Language Learners
4511 Textbook Selection and Adoption
4526 Computer Use in Instruction or AUP
4526.1 Internet Safety
4531 Field Trips and excursions
4750 Promotion and Retention of Students
4772 Graduation Ceremonies
4810 Teaching About Controversial Issues
4850 Animals in the Schools

I.9. Reject Bids for Phase II of Capital Project:

WHEREAS, sealed bids for construction of renovations to school buildings were solicited by the Gorham-Middlesex Central School District, and

WHEREAS, sealed bids for construction of Phase II Capital Project opened in the High School at 3:00PM on December 17, 2019, and

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WHEREAS, the total of bids submitted exceeded the planned budget for Phase II Capital Project, and

BE IT RESOLVED, that the Board of Education rejects all bids listed below by prospective contractors:

- | | |
|---------------------------------------|---------------------------------------|
| 1. General Construction Work Contract | Reject all Bids and Alternates |
| 2. HVAC Work Contract | Reject all Bids and Alternates |
| 3. Electrical Work Contract | Reject all Bids and Alternates |
| 4. Roofing Construction Contract | Reject all Bids and Alternates |
| 5. Plumbing Contract | Reject all Bids and Alternates |

And, BE IT FURTHER RESOLVED, that the Superintendent of Schools is authorized to seek new bids for Phase II Capital Project.

I.10. Approve CSE & CPSE Recommendations: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the CPSE/CSE recommendations as submitted and filed in the minute file.

J. Public Access to the Board

K. Board Member Items:

Buildings and Grounds Meeting overview

Audit Committee Meeting Tuesday, Jan. 28

Four County Meetings:

Jan 30 General Membership Meeting –Jeff Ginsberg Club 86

Feb 5 Board of Directors Meeting

March 30 General Membership Meeting- NYS Regent Wade Norwood WFL BOCES

L. Executive Session, if needed

M. Adjourn Meeting

GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES

December 9, 2019
HS Library

Board Members Present: Sheila Brown, Cindy Hall, Jeff Allen, John Foust, Phyllis Frantel, Sue Campbell, Chad Hunt, Cory Clark, and Keri Link.

Administrators Present: Dr. Christopher Brown, Bonnie Cazer, Clayton Cole, Erica Hasselstrom, Zoe Kolczynski, Paul Lahue, Eric Pasho, Scott Robinson, Andrea Smith, Dan Blankenberg, Lee Ann Shipman, Gil Jackson and Jenn Taft

Absent: Sharene Benedict

Sheila Brown called the meeting to order at 6:30pm.

Motion by Jeff Allen, seconded by Cory Clark to approve the following resolution.

APPOINT CLERK PRO TEM-Zoe Kolczynski: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Zoe Kolczynski** as clerk pro tem for the December 9, 2019 regular meeting.

Yes 9 No 0 MC

EXECUTIVE SESSION: Motion by Chad Hunt, seconded by Keri Link at 6:31pm for the Board to enter executive session to discuss RFP Process for school attorney.

Yes 9 No 0 MC

Meeting reconvened at 6:36pm.

PUBLIC ACCESS TO THE BOARD OF EDUCATION

Karen Shoemaker, Stanley: Merry Christmas and Happy New Year. Mrs. Shoemaker wanted to be sure everyone knew about the upcoming concerts.

Motion by Jeff Allen, seconded by Cory Clark to approve the agenda.

APPROVAL OF AGENDA

Yes 9 No 0 MC

ACCEPTANCE OF MINUTES

Minutes of the November 12, 2019 Regular Meeting were accepted as submitted.

ACCEPTANCE OF TREASURER'S REPORT

Treasurer's reports were accepted as submitted.

RECOGNITIONS:

Mr. Lahue recognized Scholar Athletes.

Dr. Christopher Brown-Jennifer Kerrick, Bus Driver-this has been moved to the January Board meeting.

ADMINISTRATORS' REPORTS

Dr. Brown gave an update on the Whole Child Committee. There are 40 members from all labor units. The committee is going well and they are working on establishing protocols.

Motion by Jeff Allen, seconded by Cory Clark to approve the consent agenda.

CONSENT AGENDA:

In an effort to expedite the business of the Board of Education, but in no way meant to diminish the importance of each item, a Consent Agenda has been developed.

The personnel appointments are pending clearance of NYS fingerprinting requirements.

Substitute Teachers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Ginger Dailey** and **Kaitlin O'Connor** as Substitute Teachers for the 2019-20 school year.

Substitute Teaching Assistants: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Brendan Bode, Ginger Dailey and Kaitlin O'Connor** as Substitute Teaching Assistants for the 2019-20 school year.

Substitute Bus Driver: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Nevin Benedict** as Substitute Bus Driver for the 2019-20 school year.

Rescind Appointment Substitute Social Worker: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Christine Helmer** as Substitute Social Worker for the 2019-20 school year.

Appoint Aide-Kaley Slentz: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Kaley Slentz** as an aide for athletic competition, at the per hour rate per MW Teacher Aides, Teaching Assistants and Clerical Employees Association, effective November 22, 2019.

Long Term Substitute Art Teacher: Deborah Poplasky: Be it resolved that the Board of Education of the Gorham-Middlesex Central School District, pursuant to section 3012 of the Education Law and in compliance with part 30.3 of the Rules of the Board of Regents, upon the recommendation of the Superintendent, does hereby appoint **Deborah Poplasky**, as a 1.0FTE long term substitute art teacher from approximately January 6, 2020 through approximately February 13, 2020, at Step 5, of the current teacher contract.

Volunteers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the submitted list of volunteers for the 2019-20 school year.

Field Trip: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the initial proposal of **FFA** going to the 212/360 Leadership Conference in Syracuse, NY January 25, 2020 through January 26, 2020.

Approve Amended Policies: Be it resolved that upon the recommendation of the Policy Committee the Board of Education of the Gorham-Middlesex Central School District does hereby approve the first reading and waive the second reading of the following amended Policies:

4321.5 Confidentiality and Access to Individualized Education Programs

4321.8 Impartial Hearing Officer Appointment and Compensation

4321.9 Declassification of Students with Disabilities

4321.10 Programs and Services for Parentally-Placed Non Public School Students with Disabilities

4321.11 Public Report on Revisions to District Policies, Practices and Procedures

4321.13 Pre-School Education

4321.14 Special Education Personnel

5741 Drug and Alcohol Testing for School Bus Drivers and other Safety-Sensitive Employees

Amend Tax Roll Correction: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve the applications from the following townships for a correction on the tax roll:

Town of Middlesex	Original Bill	Revised Bill	Difference	Reason for the Change
13.01-1-5.2	\$1541.01	\$ 293.80	\$ (1,247.21)	Ag exemption correction
Town of Gorham				
130.00-1-14.110	\$ 729.60	\$ 240.15	\$ (489.45)	Good Cause STAR Exempt
141.17-2-7.000	\$ 14,054.35	\$ 13,150.17	\$ (904.18)	Lower Assessment Correction
113.158-1-1.000	\$ 13,549.17	\$ 12,187.44	\$ (1,361.73)	Lower Assessment Correction
Village of Rushville				
4.29-1-5	\$ 1,210.95	\$ 713.95	\$ (497.00)	Good Cause STAR Exempt
Town of Seneca				
160.00-1-26.00	\$ 1256.55	\$ 763.09	(\$493.46)	Good Cause STAR Exempt
145.00-1-41.111	\$ 2,813.11	\$ 2,319.64	(\$493.47)	Good Cause STAR Exempt
School Difference				
	\$ (5,471.21)			
Library				
	\$ (15.29)			
Total Warrant Change				
	\$ (5,486.50)			

Amend Tax Collector's Report: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the submitted Amended Tax Collector's Report.

Approve Budget Transfers: Be it resolved that upon the recommendation of the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the submitted list of budget transfers.

Approve Annual Long Range Plan: Be it resolved that upon the recommendation from the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the Annual Long Range Plan.

Accept the Annual Single Audit Report: Be it resolved that upon the recommendation of the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the **Annual Single Audit Report** for the 2018-19 School year.

Accept Annual Extra classroom Audit: Be it resolved that upon the recommendation of the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the **Annual Extra Classroom Audit** for the 2018-19 School year.

Accept the Annual Extra classroom Corrective Action Plan: Be it resolved that upon the recommendation of the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the **Annual Extra Classroom Corrective Action Plan** for the 2018-19 School year.

Accept Contract/Proposal for Special Education High Cost STAC Processing: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept to contract with **Capture Aide** for Special Education High Cost STAC Processing.

ACCEPT BID: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does accept the bid for removal of solid waste and recycling from **Casella Waste, Inc.** in the amount of \$1938.25 per month for the period of January 1, 2020 through December 31, 2020.

Approve CSE & CPSE Recommendations: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the CPSE/CSE recommendations as submitted and filed in the minute file.
Yes 9 No 0 MC

Public Access to the Board

Mabel Deal, Stanley: Mrs. Deal wished everyone a Happy and safe Holiday season.

Board Member Items:

1. Audit Committee Minutes 11/26 5pm
This was a short meeting and the committee is still looking for a community member.
2. Buildings and Grounds Committee 12/17 5:30pm
3. Letters re: Immunization HPV Vaccine-Phyllis
4. Four County:
 - 11/19 General Membership Meeting (share information from meeting)
 - 12/5 Board of Directors Meeting (share information from meeting)
Discussed travel for members and working on mission and goals.
 - 12/18 Legislative Committee Meeting w/Board of Directors
Phyllis is not sure if she's attending.

Sheila acknowledged the donation made by Chris to the Friendship House. She thanked him and appreciated him making the donation.

There's a bid opening on Dec. 17.

Motion by Jeff Allen, seconded by Keri Link to adjourn the meeting at 6:55pm.

Respectfully Submitted,

Zoe Kolczynski
Clerk Pro-Tem

() Required
 (X) Local
 (X) Notice

ACADEMIC INTERVENTION SERVICES

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

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

Parental Notification and Involvement

Notification of district eligibility procedures. The district shall post on its website [***alternate text:*** distribute to district parents in writing] a description of the district-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

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

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

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

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

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

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

Description and Review of Academic Intervention Services

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

- the district-wide procedures used to determine the need for academic intervention services, which are attached to this policy;
- 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)(2)(vi), (c)(5), (h)

Adoption date:

() Required

() Local

(X) Notice

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to here as “English Language Learners” or ELLs), 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 take steps to identify ELL students and provide ELL students with an appropriate program of either Bilingual Education or English as a New Language.

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 students are:

1. screened to determine if the student is an ELL, in accordance with Parts 117 and 154 of the Commissioner's Regulations, a process that will include interviews and assessments and will assign each ELL student to the appropriate subpopulation (newcomer, developing, long term, former or inconsistent/interrupted formal education);
2. identified, as appropriate, as an ELL student with a disability;
3. annually evaluated to determine continued ELL eligibility. Included in the evaluation shall be each student's performance in English language proficiency and academic progress in content areas;
4. assured of access to appropriate instructional and support services, including guidance programs within the timeframes provided by Commissioner's Regulations; and
5. 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 of Education is provided with a comprehensive plan that describes the district's ELL program and includes all information specified in the Commissioner's Regulations, before the start of each school year. The district will also provide assurances that the district is providing appropriate school-related information to the parents (or persons in parental relation) of ELL students in English and the language they best understand.

The district will provide an orientation program annually for parents of newly enrolled ELL students. In addition, the district will meet individually with ELL parents at least once a year to discuss the goals of the ELL program, and their child's language development (in both their native language and English), in addition to regular parent/teacher meetings.

In addition, the Superintendent shall ensure that all teachers employed in any Bilingual and/or English as a New Language program are properly certified in accordance with the Commissioner's Regulations, and that all staff receive appropriate professional development on ELL students.

Cross-ref: 4321, Programs for Students with Disabilities
9700, Professional Development

Ref: Education Law §3204
English Acquisition, Language Enhancement, and Academic Achievement Act, 20 USC §§6801 et seq.

Equal Educational Opportunities Act of 1974, §§201 et seq., 20 U.S.C. §§1701 et seq.
8 NYCRR §§80-2.9; 80-2.10; 117; Part 154

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 (1975)

Adoption date:

() Required
(X) Local
(X) Notice

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.

Selection Process

- 1) As curriculum is under constant review and change, concurrent studies should be conducted to find and to select the necessary texts and other instructional materials to support that curriculum.
- 2) When needs are defined, the securing of sample texts and related material from various sources is an important first step in the selection process.
- 3) Every effort should be made to utilize a selection committee. Teachers from related fields, reading and library specialists, and building administrators are other appropriate sources for committee membership.
- 4) An evaluation form is available for use in the review of textbooks.

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.

Workbooks

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in connection with a textbook. The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

Calculators

The District can require students to provide their own "supplies" (defined as something which is consumed in use, loses its appearance and shape in use, expendable, and inexpensive). Examples include pencils, pens, paper, etc. Calculators do not fall into this category and must be considered like classroom teaching materials for which the District is authorized to levy a tax. In addition, the District may purchase, and must still provide, calculators even if operating under a contingent budget if the calculators are required for participation in an educational program.

The New York State Education Department requires the use of calculators for intermediate and high school level mathematics and science assessments. To the extent that calculators are a necessary part of the educational program, the District must provide them. Under no circumstances should students be charged for a calculator or otherwise required to purchase one in order to participate in an educational program of the District.

(see website: http://www.emsc.nysed.gov/mgtserv/charging_for_calculators.shtml)

Instructional Computer Hardware

Loan to Students Attending Nonpublic Schools in the District

The School District shall loan, upon request of an individual or a group of individual students, to all students legally attending nonpublic elementary or secondary schools located in the School District, instructional computer hardware which is designated for use in any public elementary or secondary schools of the State or is approved by any school authorities as such term is defined in Education Law Section 2(12).

Such instructional computer hardware is to be loaned free to such children, subject to such rules and regulations as are or may be prescribed by the Board of Regents and school authorities and shall be required for use as a learning aid in a particular class or program. Instructional computer hardware containing computer software programs which are religious in nature or content shall not be purchased or loaned by the School District.

The School District shall not be required to loan instructional computer hardware to nonpublic school students in excess of that acquired pursuant to Education Law Section 753 and shall be loaned on an equitable basis to children attending nonpublic schools in the District and to students with disabilities residing in the District who attend programs under the provisions of Education Law Sections 4401(2)(c),(2)(e),(2)(g),(2)(i), and (2)(l). However, the School District shall not be required to loan instructional computer hardware purchased with local or federal funds or with State funds, other than Instructional Computer Hardware Aid funds.

School authorities shall specify a date by which written requests for the purchase and loan of instructional computer hardware must be received by the District. Such date shall not be earlier than the first day of June of the school year prior to that for which such instructional computer hardware is being requested. For a child not attending a nonpublic school prior to June first, the parent/guardian may submit a written request for instructional computer hardware within thirty (30) days after such child is enrolled in the nonpublic school. In no event, however, shall a request made later than the times otherwise provided pursuant to Education Law Section 754 be denied where a reasonable explanation is given for the delay in making the request. All nonpublic schools in the School District shall be notified of the specified date.

The form of request used by a lending District may provide for a guarantee by a parent or guardian for the return of such hardware or, in the case of loss or damage, for payment of the value thereof.

20 United States Code (USC) Section 1474(e)(3)(B)

Education Law Sections 2(12), 701 et seq., 753, 754, 3602(6), 3602(26), 4401(2)(c), 4401(2)(e), 4401(2)(g),

4401(2)(i) and 4401(2)(l)

8 New York Code of Rules and Regulations (NYCRR) Sections 21.3, 100.12, 155.1(a)(4) and 175.25

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

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

Adoption date:

() Required

(X) Local

(X) Notice

**COMPUTER USE IN INSTRUCTION
(or ACCEPTABLE USE POLICY)**

The Board of Education is committed to optimizing student learning and teaching. 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.

[Optional language: The Board authorizes student use of personal devices to access the district's computer network if the student complies with the district's registration process, as well as the provisions of this policy and regulation. Failure to register or abide by this policy and regulation will result in revocation of access and possibly disciplinary action in accordance with the Code of Conduct.]

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 Building Principals and IT Director***, 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 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 ***Building Principal (google form in staff portal) IT Director***. The ***IT Director*** 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 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.

This policy and regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the district's network.

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

Adoption date:

(X) Required Local Notice**INTERNET SAFETY**

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

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

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

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

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

The **IT Director** ~~computer network coordinator~~ designated under the district's policy on the acceptable use of district computers (policy 4526) shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's policy on the acceptable use of computers and the internet (policy 4526). Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

As part of this policy, and the district's policy on acceptable use of district computers (policy 4526), 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 Use in Instruction

Ref: Children's Internet Protection Act, Public Law No. 106-554
Broadband Data Services Improvement Act/ Protecting Children in the 21st Century Act,
Public Law No. 110-385
18 USC §2256
20 USC §6777
47 USC §254

Adoption date:

() Required

(X) Local

(X) Notice

FIELD TRIPS AND EXCURSIONS

This policy is as previously adopted under policy 8460. It has been updated with the underlined language which is for consideration of the Board.

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Field trips are a part of the curriculum of the schools, and student conduct and attendance on field trips are governed by the same rules that govern regular classroom activities. The School System shall obtain written parental/guardian permission for students going on school-sponsored field trips.

The Superintendent shall prepare procedures for the operation of a field trip activity. Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.

The Superintendent/designee may cancel previously approved field trips due to extenuating circumstances.[A1]

Overnight Field Trips

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

Transportation

Upon approval of the Director of Transportation, school vehicles may be used to transport students on field trips or for extracurricular activities within a radius of 75 miles from the school. The Superintendent of Schools may also grant permission for trips outside of the mileage limitations. General bus procedures should be followed for extracurricular bus use.

Students shall be required to ride on school-sponsored transportation to and from activities, within or outside [A2] the School District, when such transportation is furnished. The use of private student automobiles will not be permitted except by special permission granted by the appropriate administrator in each individual case.

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

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

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

Medications

The district shall accommodate the needs of students who must take medications during a field trip. Depending on the student's needs and abilities to administer and carry their own medications, district staff or other appropriate adults (e.g., the voluntary participation of the student's parents/guardians or a designee appointed by them) may need to be available during the trip for assistance. Regulation 5420-R, Student Health Services Regulation, outlines the requirements and responsibilities for these scenarios. If no district staff or other

appropriate adult is available, and if the medication schedule cannot be adjusted by the student’s prescriber, the trip will either be rescheduled or canceled.

Cross-ref: 5420, Student Health Services

Ref: Education Law §§1604; 1709; 1804; 1903; 2503; 2554; 2590-e
Guidelines for Medication Management in Schools (Sept. 2015),
<http://www.p12.nysed.gov/sss/documents/MedicationManagement-final2015.pdf>

Adoption date:

[A1]The district may wish to insert language with examples of what might be considered extenuating circumstances such as weather or behavior etc.

[A2]This previously said “without”.

(X) Required Local Notice

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, consistent with the district's implementation of response to intervention (RTI), 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; a change in instructional approach, remedial classes; and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion/Retention

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.

Middle schools. Students who pass all subjects but one shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, but in typical cases shall be promoted with recommendation for either summer school or assignment to a lower academic ability group. The decision shall be arrived at by consensus from a case conference approach involving teacher, Principal and guidance counselor.

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

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

Senior High School. In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of 4 or 5 units of credit at each level.

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.

CLASS RANKING

Determination of class rank shall be made using the following standard procedures in the

District:

- Ranking of students in grades 9-11 will occur at the end of forty weeks, following the distribution of final grades.
- For the purpose of identifying a senior valedictorian and salutatorian, and the top ten seniors, seniors will be ranked by weighted grade point average at thirty weeks (following the distribution of third quarter report cards).
- Foreign exchange students and students earning IEP diplomas will not be included in class ranking.

- A student who has the highest weighted grade point average shall be given the distinction of valedictorian. A student who has the second highest weighted grade point average shall be given the distinction of salutatorian. Students with a "tied" weighted GPA shall be designated as co-valedictorian or co-salutatorian respectively.
- A student who elects to graduate early, having completed graduation requirements in less than 8 semesters of high school, shall have his/her weighted grade point average computed and be eligible for recognition of achievement of top honors.
- To be considered for first or second honors (valedictorian and salutatorian), a student must have been enrolled in the District for two consecutive years prior to graduation.
- A final senior ranking, for the purpose of recognition of the students with weighted grade point averages of 90 or above at graduation, will be determined at the end of thirty weeks.
- Following graduation, a final senior rank will be shared with colleges. This information will be available to a student and shared with colleges.

For the purpose of determining the weighted grade-point averages used to determine class rank, the following standard procedures shall be followed:

- In determining marking period averages, grades for all credit bearing classes will be computed to determine marking period averages. The grades will be calculated in the average on the basis of their credit bearing status. For example, half credit courses will be calculated on .5 in calculating weighted cumulative averages and full credit courses will be calculated on a 1.0.
- Three tiers for establishing weighted grade point averages are designated as follows:

General curriculum	1.00
Honors, Gemini courses*	1.02
Advanced Placement (AP)	1.05

*College Courses taught outside of Marcus Whitman will not be included in weight grading.

- Unweighted grade point averages(GPA) are established by calculating the final averages of all courses recorded on the transcript, divided by the number of credits each course is assigned.
- Weighted grade point averages (WGPA) are a recalculation of the GPA. The WGPA is calculated using the same formula described for GPA but after individual final course averages have been recalculated to reflect the level of rigor as defined in the three tier designations. Averages will be determined to the nearest tenth.

Example: Student earned a 90% in Advanced Placement Level English 12: 90% is recorded on the un-weighted section of the transcript. 95% is recorded on the weighted section of the transcript. $(90\% \times 1.05=94.5\%)$

- This weighting is intended as encouragement and recognition for students who challenge themselves by taking the most rigorous courses available in the District.
- When a class has been repeated, only the highest final grade will be used in calculating the grade point average.
- The highest Regents Exam grade obtained in a course will be used in calculating a student's final course average.
- High School courses successfully completed while in middle school will be included in the GPA/WGPA calculation and documented on the transcript reflecting that the course was taken in Grade 8.
- Transferred credits and grades from other school systems are detailed on the student's transcript based on official documentation received from previous school systems. Transferred credits and grades are used to calculate GPA/WGPA if from a New York State public institution.

Student transcripts shall include the following:

- All credit-bearing courses taken and grades earned for those courses
- Weighted and unweighted GPA
- Class Rank

- PSAT, SAT and ACT scores
- All State assessment scores
- Total number of credits earned
- Diploma type and date earned

All procedures for determining class rank and for computing grade point averages will be shared with staff, parents, and students through publication in the Marcus Whitman Central School student agendas (for students in grades 6-12), and in the High School Course Handbook.

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

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.

In order to inform parents/guardians about the district's approach to promotion and retention, this policy will be posted on the district website and included in student and/or parent handbooks.

Cross-ref: 4321.2, School-wide Pre-referral and Intervention

Ref: Education Law §§ 305(47); 1709; 2503(4); 3202
 8 NYCRR §§ 100.2(II); 100.3(b)(2); 100.4(b)(2),(e)
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:

(X) Required

(x) Local

(x) Notice

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 [**optional:** or others].

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 ~~may 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

Adoption date:

- () Required
(X) Local
() Notice

TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

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

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

The Chairperson will review the materials pursuant to the guidelines above.

Ref: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969) (students have First Amendment rights)
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988) (limitations on students First Amendment rights in an educational setting)
Board of Education v. Pico, 457 U.S. 853 (1982) (balance discretion of the Board over educational affairs with student's constitutional rights)
Appeal of Malverne Union Free School District, 29 Educ. Dep't. Rept. 363 (1990) (teachers First Amendment rights in an educational setting)
Appeal of O'Connor, 29 Educ. Dep't. Rept. 48 (1989) (notification prior to dissemination of controversial materials)

Adoption date:

(X) Required
 () Local
 (X) Notice

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.

Study and Care of Live Animals-This is from our current policy

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

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 in the school office.

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)

Adoption date: