

STUDENT LEARNING STANDARDS AND INSTRUCTIONAL GUIDELINES

The Board of Education is committed to working with the Superintendent of Schools, district staff, parents and students to develop a quality educational program designed to prepare all students to be college and/or career ready, so graduates can successfully meet the challenges of an economically competitive, technologically advanced, and culturally diverse twenty first century.

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

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

Cross-Ref: 0000, Mission Statement and Vision

Ref: 8 NYCRR §§100.1 (t); 100.2 (ii)

Adoption date: February 6, 2019

DISPLAY OF THE FLAG

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

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

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

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

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

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DISPLAY OF THE FLAG REGULATION

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

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

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

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

Flags on individual buildings will be flown at half-staff for 30 days if a present employee or student in that building dies. The flag shall also be flown at half-staff the day of the funeral of any former employee well-known in the school. This will be at the discretion of the Superintendent.

All flags in the district are to be flown at half-staff when a present Board member dies and are kept at half staff for 30 days. All flags are put at half-staff on the day of the funeral of a former Board member. All flags in the district are flown at half staff on the day of the funeral of a present employee or a present student.

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

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

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

the middle of the day. It must be put at half mast in the morning only unless directed by the Governor.

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in auditorium of every school in the district. The flag shall be displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Adoption date: February 6, 2019

AIDS INSTRUCTION IN HEALTH EDUCATION

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

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

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

AIDS instruction in the elementary school grades, K-5, shall be taught by the regular classroom teacher, while such instruction in grades 6-12 shall be a part of the required health education course.

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

Adoption date: February 6, 2019

MUSICAL INSTRUMENTS

Where students participate in musical activities, the Board of Education will provide some school-owned instruments. Instruments owned by the District are serviced on an as needed basis depending on frequency of use. The cost of such periodic service is covered under the Music Department's contractual budget line. The Board will make available to parents information regarding vendor instrument rental/purchase plans for students who wish to rent and/or purchase their own instruments.

- a. Some instrumental music students shall be expected to own or rent their instrument - particularly the common and less expensive instruments (flute, clarinet, trumpet, saxophone, etc.).
- b. Students will not be required to own or rent the less common and more expensive instruments. Instruments in this category are as follows: oboe, bassoon, tuba, French horn, trombone, baritone horn, tenor and baritone saxophones, bass trombone, alto clarinet, e-flat clarinet, contrabass clarinet, keyboard and percussion instruments. School-owned instruments in this classification will be disbursed upon decisions by the instrumental music staff. Decisions will be dependent upon the individual student's talent and merit and the need for a balanced instrumentation at each grade level, and annual budgetary constraints.
- c. Students and parents/guardians will assume responsibility for proper care of school-owned instruments and will pay for damages to same.
- d. The district will only transport in its vehicles those instruments meeting certain safety standards as indicated in the New York State Department of Transportation Regulations. Items may not block aisles or doorways or interfere with passenger seating space, safety or comfort.

Ref: 17 NYCRR §721.4
Appeal of Moyer, 37 EDR 335 (1988)

Adoption date: February 6, 2019

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

The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within its district and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their individualized education program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her 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, cocurricular and extracurricular activities available to all other students enrolled in the district's public schools. Such cocurricular and extracurricular activities may include athletics, transportation, recreational activities, school-sponsored special interest groups or clubs, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the school district and assistance in making outside employment available).

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

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

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

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

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

1. 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 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.
3. 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 individual building level Instructional Support Teams will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Pre-referral Approaches and Interventions).
4. 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.

5. 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.
6. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
7. 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.
8. 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.
9. 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 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.
3. If district staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

Conduct of Evaluations

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

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

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

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

Use of Recording Equipment at IEP Meetings

The Board shall allow recording equipment to be used with notice, at meetings regarding individualized education programs for students with disabilities.

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. Students do not receive special education services without initial written parental consent. Parents who decline specific services must do so in writing.

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
N.Y. Education Law Article 89, §§4401 et seq.
8 NYCRR Part 200

Adoption date: February 6, 2019

**PROVISION OF SPECIAL EDUCATION SERVICES
IN THE LEAST RESTRICTIVE ENVIRONMENT**

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

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

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

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

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

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

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

Adoption date: February 6, 2019

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

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

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

1. Providing early intervention services with funds available under the IDEA, 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 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 Standards and Instructional Guidelines
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)

Adoption date: February 6, 2019

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS

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

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

The district will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the 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.

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

Ref: Individuals with Disabilities Education Act (IDEA) 20 USC Education Law §§3602(10)
8 NYCRR §§155.1(a); 200.2(c)(2)(iv),(v); 200.2(g)

Adoption date: February 6, 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)

Adoption date: February 6, 2019

**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, staff maintaining hard copies of IEPs, are directed to destroy them under this policy.

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, Office of Special Education, Guidance Document, Providing copies of the IEPs for Students with Disabilities, 5/13/03,
www.p12.nysed.gov/specialed/publications/policy/chap408final.htm

Adoption date: February 6, 2019

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

Cross-ref: 6700, Purchasing

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law §§1604(29-a); 1709(4-a) 1950(4-a); 2503(7-a); 2554(7-a); 3602(10)(b)
8 NYCRR §§200.2(b)(10)
State Education Department, Office of Special Education, 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 SED website at www.p12.nysed.gov/specialed/publications/policy/alterformat502.htm

Adoption date: February 6, 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 nondisabled peers. Two elements that contribute to an effective assessment program are proper use of use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

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

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

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

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

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

Universal Design Principles in Districtwide Assessments

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

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

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

Cross-ref: 4321, Programs for Students with Disabilities
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)

Adoption date: February 6, 2019

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

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

Selection

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

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

The Superintendent's Secretary 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 Superintendent's Secretary 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. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current district reimbursement rate set for district employees. Mailing costs associated with the hearing will also be reimbursed. The District will not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

Cancellation

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

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

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

Resolution Process

Prior to the opportunity for an impartial due process hearing, the district will convene a meeting with the parent(s) and the relevant member or members of the CSE or CPSE who have specific knowledge of the facts identified in the complaint. Such meeting will provide the parents with an opportunity to discuss their complaint and the facts that form the basis of the complaint, and an opportunity to resolve the complaint with the district. The district will take steps to ensure that the parent(s) of the student with a disability are present at the resolution meeting, and will notify parent(s) of the meeting early enough to ensure that they have the opportunity to attend. The resolution meeting will be at a mutually agreed upon time and place, and in a location that is physically accessible to the parent(s). The district will ensure that all resolution meetings conform to the requirements set forth in the Regulations of the Commissioner of Education.

The parent(s) and the district may agree, in writing, to waive the resolution process or agree to use the mediation process to resolve the dispute.

Ref: 8 NYCRR §§200.2; 200.5; 200.21

Adoption date: February 6, 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:

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

The CSE/CPSE will ensure that the appropriate teachers and service providers are informed of the need for the transition services, and will specify the nature and duration of those services.

Cross-ref: 4321, Programs for Students with Disabilities

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

Adoption date: February 6, 2019

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

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

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

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

Cross-ref: 4321 et seq. as appropriate.

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

Adoption date: February 6, 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 and training appropriately qualified personnel, including the members of the CPSE; [or, if the district doesn't provide preschool programming directly, insert the following: appointing appropriately qualified personnel to the CPSE, and ensuring that preschool 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 adjacent counties in which the district is located;
6. preparing and keeping on file summary reports of student data including the number of preschool students with disabilities served, as well 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.

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: February 6, 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 measurable steps including, but not limited to the following:

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 on-going 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 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.

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: February 6, 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.

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

Parental Notification and Involvement

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

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

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

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

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

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

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, and/or the Director of Special Education 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: February 6, 2019

ACADEMIC INTERVENTION SERVICES REGULATION

The following plan was developed through collaboration among the participants on the Pine Plains Academic Intervention Services and Response to Intervention Team. The team consisted of administrators, teachers, and psychologists. The following individuals were members of the Academic Intervention Services and Response to Intervention Team of the Pine Plains Central School District:

- Janine Babcock – Reading Teacher Elizabeth Biernat – English Teacher
Stephanie Brockway – Reading Teacher
- Ryan Carney – Jr/Sr High School Assistant Principal
- Lisa Costa – Elementary Teacher Jean Donnelly – Elementary Teacher Jay
Glynn – Elementary Principal
- Tara Grieb – Jr/Sr High School Principal Jennifer Griffin – Math Teacher
Nancy Hoyt – AIS Math Teacher
- Jacqueline Knickerbocker – Reading Teacher
- Joanne Koch – Reading Teacher Trudi Kubsch – Elementary Teacher
Maria Lombardo – SPED Teacher Lindsey Lowry – Psychologist Jennifer
Macri – Elementary Teacher Mindy Marr – Speech Therapist Elizabeth
Murray – Psychologist Ryan Orton – History Teacher
- Susan Poole-DiSalvo – Reading Teacher Courtney Reichelt – SPED
Teacher Julie Roberts – Elementary Principal Renee Rundall – AIS
Teacher
- Gian Starr – ELA Teacher
- Maryann Stoorvogel – Director of Special Education
- Brian Timm – Director of Curriculum & Instruction

Introduction

The Educational Reform Movement in New York State mandates for the development of an Academic Intervention Plan approved by the Board of Education of each school district. In accordance with NYS requirements, “Each school year, districts must develop a policy, or review the existing policy, for providing AIS no later than September 1st. District policies for providing AIS, including a description of which student performance measures and associated scores will be utilized to determine eligibility, must be posted on the district website or distributed to parents in writing.” This document serves that purpose for the Pine Plains Central School District.

In order to provide a framework of providing and implementing Academic Intervention Services (AIS), the following is summarized from Part 100.1 Definitions:

- Academic intervention services means additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting the Common Core/State Learning Standards.
- Academic intervention services are intended to assist students who are at risk of not achieving the Common Core/State Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet designated performance levels on State assessments.
- Academic intervention services are not special education services. AIS services are made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program (IEP).

The AIS Plan acts as a quality assurance document. Quality assurance for educational purposes incorporates three perspectives:

1. How do we help children achieve the Common Core Learning Standards (CCLS), including college and/or career readiness?
2. Which and what type of measurement tools will be used to assure mastery of the material, determine eligibility for AIS, and progress monitor performance?
3. How will we increase skills of those students who are not meeting the standards? Multiple assessments will be used to measure student accomplishments of Common Core curricula. Such assessments may include:
 - Developmentally appropriate measures, such as:
 - Diagnostics
 - Early reading / literacy profiles
 - Performances / demonstrations
 - Assessment of content skills, concepts, knowledge
 - Standardized testing
 - Review of:
 - Classroom performance (e.g., participation, homework completion, assignment completion)
 - Report card grades
 - Student records (e.g. progress monitoring, health, attendance)
 - Classroom observations
 - Referrals and/or recommendations from teachers, administrators, counselors, nurses, other school staff, and parents AIS are designed to help all

students achieve the learning standards. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improve academic performance (State Education Department, January 2000)

These barriers may include, but are not limited to: poor classroom performance, attendance, discipline issues, family-related concerns, health nutrition, and/or mobility/transfer difficulties. Students with poor attendance often cannot make up missed work and cannot replicate missed class instruction. It is imperative that students attend school on a regular basis. Attendance is monitored, as per the district's Board of Education policy 5100.

Academic accommodations may be provided in regular education and/or separate classrooms/models. Differentiated instruction and materials (including assistive technology when appropriate) are used to support students. AIS incorporate guidance, mental health interventions, nutritional programs, attendance programs, and nursing services. Physical assessments, such as checking vision and hearing, are necessary to assure that students are able to secure maximum benefit from instruction.

Pupil Personnel Services (PPS) coordinates all intervention, special education, and psychological services, along with chairing the CPSE/CSE. Title grants are written to insure that all Federal monies are coordinated within an efficient delivery model that provides support to all students in need of intervention. All K-12 data distribution (district-wide testing) and reporting for special education, academic intervention services, and related services are the responsibility of the PPS department. This permits a direct system of accountability. PPS coordinates recommended services of the Instructional Support Team (IST). The Data Administrator incorporates SED statistics into easily comparable, user friendly presentations. This data is used to manage and monitor student progress and performance and supports decisions related to improving instruction, programs, and professional development.

Academic Services

AIS Math and ELA

The current model utilizes appropriately certified professionals for math and ELA intervention. Teacher certification may be generalized (K-6, special education), or specific to the intervention area (reading, math, science, social studies). Certified teachers provide services for grades K-12. New York State certified reading teachers coordinate programs and provide instruction to students

at risk in reading and writing, grades 1 through 12, including students with special needs. Academic Intervention Services are provided to students who have been identified as at risk or who are not meeting the CCLS according to State and Local assessments and class performance.

There are two models of intervention in place to allow for flexibility in meeting the needs of students with varying levels of deficiency. Intervention can be provided in a regular classroom by utilizing a push-in model of intervention, a less restrictive environment. Other times a pull-out model is necessary in order to provide a more intense level of service. At the middle school and high school, intervention may also take the form of labs or tutorials. Student progress is evaluated throughout the year based on class performance and formal assessments. Below is a description of the two models of intervention:

- **Push-In Model:** Intervention teacher pushes in to a regular education class and co-teaches with the classroom teacher. The Common Core Curriculum is taught and modifications are made as necessary.
- **Pull-Out Model:** Intervention teacher pulls out or holds separate classes (e.g., tutorials or labs) for intervention students. Skills introduced in the regular education classroom are supported and retaught. Special attention is given to the remediation of Common Core standards and assessments. Multi-sensory Language Training (MSLT) is provided in a pull-out model to K-5 students who have difficulty with decoding, fluency, and spelling. Research-based approaches are utilized where elements of the language (phonology, morphology and syntax) are taught systematically in a structured, sequential, and cumulative manner.

Response to Intervention (RTI)

Response to Intervention (RTI), the practice of providing high-quality instruction and interventions matched to student need, is an integral part of implementing AIS. Student progress is assessed and monitored frequently in order to make decisions about instruction and student placement in regular education, intervention, and/or special education programs.

RTI is a problem-solving method that leads to data-based decision making. The process includes:

- Defining the problem
- Analyzing why the problem is occurring
- Developing a plan to remediate the problem
- Evaluating whether the plan was successful

The RTI model is based on a three-tiered approach of school supports, addressing academic and/or behavioral issues.

Tier 1 - Core Instructional Interventions

(Provided to all students – high quality instruction/support - preventative, proactive)

The PPCSD provides a foundation of curriculum, instruction, and organization that affords all students the opportunity to meet acceptable levels of proficiency. Research-based programs and practices are incorporated into all classroom instruction. Classroom Teachers are supported in developing these programs by participating in professional development activities that are aligned to CCLS. Frequent assessments and screening procedures provide data that measure individual and group performance and guide instruction. This data also helps to identify students who need further intervention. Tier 1: Core Curriculum & Instruction includes:

English Language Arts:

- Grades K-5: At least 90 minutes per day in all classrooms
 - Grade 6: 2 periods per day
 - Grades 7-12: 1 period daily; some classes will have an additional period every other day
- ELA Curricula addresses the CCLS in Reading Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

Mathematics:

- At least 60 minutes per day in all classrooms in Grades K-5 for math
- 1 period daily for Grades 6-11; some classes may have an additional period every other day
- Common Core Modules, grades 6-8
- HS Regents and Non-Regents Courses (Algebra I and II, Geometry, Pre-Calculus)

Elementary Math Curricula addresses the CCLS in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.

UNIVERSAL SCREENINGS are conducted 2-3 times per year and include:

- MAP – (Reading, Math)
- Grade Level Writing Prompts/Rubrics (pre and post assessments)
- DIBELS Benchmark Assessments K-2
- Predictive Assessment of Reading (PAR)
- Writing Benchmark Assessments K-5
- Running Records
- DIAL-4 K Screening

Teachers at each grade level K-5 meet at least 3 times per year with building administrator for data meetings. At these meetings, teachers review benchmark and other reading data to make instructional decisions. They also discuss which students may require strategic reading interventions. Ongoing progress monitoring and documentation determine initial Tier 1, continued Tier 1, and whether Tier 2 or 3 interventions should be considered.

An IST meeting is required to determine whether a student should be considered for Tier 2 or 3. A referral and all appropriate documentation must be submitted prior to the scheduling of an IST meeting.

Tier 2 – Target Group Instruction

(Some students at risk – supplemental instruction)

An Instructional Support Team (IST) has been created at each building as part of a process that enables students to receive additional support when they are having difficulty meeting expectations. Test data, teacher observation, report cards, student records, disciplinary records, parent feedback, and other pertinent information is taken into consideration when determining why a student is not mastering required skills. Intervention is based on sound practices and is usually delivered in small groups, either within the classroom setting or as a pullout service. However, students who are close to meeting standards may be recommended to be teacher monitored rather than receiving direct intervention services. Progress is monitored frequently, and intervention services may be adjusted, as needed, as determined in a follow up IST meeting or as approved by an administrator.

Some students will make significant progress (skill growth and/or meeting standards) and will “test out” of intervention services. Other students, who do not make significant progress, will require more intensive support (Tier 3).

Tier 3 – Intensive Instruction

(Students at higher risk – higher level of need and intensity of services)

This model is designed to increase individual student achievement when a student’s response to the instructional practices and services already provided has been minimal. More intensive services could be provided through district remediation programs (AIS), or through special education programs. In addition to the data gathered in the Tier 1 and Tier 2 models, individualized testing and evaluation may be recommended to determine the most appropriate educational program and placement for the student (Response to Intervention Policy Considerations and Implementation, February 2006). During past years, the district has extended services and programs to students, affording a comprehensive array of interventions. These interventions derive from the expanding use of internal measurement tools and multidisciplinary meetings, such as Instructional Support Teams (IST).

All regular education initiatives and the RTI process must be utilized prior to making a referral to the Committee on Special Education (CSE). The IST may recommend a referral to the CSE. The referral form is completed by the classroom teacher and must be approved by the building principal. The form is then forwarded to the Pupil Personnel Services Department and written consent is requested from the parent. CSE requirements are followed, as stated in Part 200 of the New York State Education Law.

Eligibility

New York State regulations state that beginning in the 2017-18 school year, districts must use a two-step process:

- All students scoring below median scale score between Level 2 and Level 3 (cut scores provided by the State) on Grades 3-8 ELA and math assessments should be considered for AIS Grades 3-8 ELA and Math.
- The district must then use a “district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student’s scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.”

As per NYSED, these multiple measures may include, but are not limited to, the following:

- Developmental reading assessments for grades K-6
- NYSESLAT
- Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments
- Common formative assessments that provide information about students’ skills
- Unit and lesson assessments for ELA, math, science, social studies and LOTE for grades 7-8
- Results of psycho-educational evaluations based on a variety of assessments and inventories

Regardless of the measures used, they must be applied uniformly at each grade level and in each content area when determining which students shall receive AIS.

The Pine Plains Central School District will use the following procedures, tests, and criteria to determine eligibility for AIS/RTI services. Tiered services will be determined and will be provided by either a regular education and/or intervention teacher.

PPCSD Eligibility for AIS

** Students meeting at least 2 of the listed criteria may be eligible for services.

Grade Level	AIS ELA Criteria	AIS Math Criteria
K-1	<input type="checkbox"/> NYSESLAT Level <input type="checkbox"/> K only: DIAL-4 Screening (SS below 80 for at least one area) <input type="checkbox"/> DIBELS – Intensive range for at least one subtest <input type="checkbox"/> PAR – (SS below 95 in at least one area) <input type="checkbox"/> Reading MAP - 25%ile or below <input type="checkbox"/> Running Records - 1 year below grade level <input type="checkbox"/> Teacher recommendation	<input type="checkbox"/> Grade 1 only: Math MAP -25% ile or below <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation
2-5	<input type="checkbox"/> Grades 3-5 only: NYS ELA test below state cut score <input type="checkbox"/> NYSESLAT Level <input type="checkbox"/> DIBELS - Intensive range for one or both: Oral Reading Fluency - Words Read Correctly or Reading Accuracy <input type="checkbox"/> Running Records - 1 year below grade level <input type="checkbox"/> Reading MAP - 25%ile or below <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation	<input type="checkbox"/> Grades 3-5 only: NYS Math test below state cut score <input type="checkbox"/> Math MAP - 25%ile or below <input type="checkbox"/> Grade Level Assessments – Criteria determined at each grade level <input type="checkbox"/> Progress monitoring (computation and application) <input type="checkbox"/> Teacher recommendation
6-8	<input type="checkbox"/> NYS ELA test below state cut score <input type="checkbox"/> NYSESLAT Level <input type="checkbox"/> Reading MAP - 25%ile or below <input type="checkbox"/> Failed coursework <input type="checkbox"/> Department-created skills checklist <input type="checkbox"/> Common writing assessments (Pre and Post – below level 2) <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation	<input type="checkbox"/> NYS Math test below state cut score <input type="checkbox"/> Math MAP - 25%ile or below <input type="checkbox"/> Failed coursework <input type="checkbox"/> Department-created skills checklist <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation
9-12	<input type="checkbox"/> Failed state assessment (Regents exam) <input type="checkbox"/> NYSESLAT Level <input type="checkbox"/> Failed coursework <input type="checkbox"/> Failed final exam <input type="checkbox"/> Department-created skills checklist <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation	<input type="checkbox"/> Failed state assessment (Regents exam) <input type="checkbox"/> Failed coursework <input type="checkbox"/> Failed final exam <input type="checkbox"/> Department-created skills checklist <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Teacher recommendation

Progress Monitoring

RTIm Direct, a web-based software program, is used to document intervention services and progress. Teachers also collect student samples of work as evidence of progress and performance. Parent communication (including a notification letter) and progress monitoring (such as running records, benchmarks, informal test results, and criterion referenced testing) are documented using RTIm Direct. Results of standardized testing are reported to parents, students, teachers, and the building principals.

Student progress is documented in a variety of ways such as: report cards, follow-up from Instructional Support Team meetings, annual standardized achievement testing, observations, parent/teacher conferences. When a student enters or exits any intervention program, a parent notification letter (generated in RTIm Direct) is required and is signed by the PPS Director.

Intervention progress reports accompany report cards each marking period. Intervention teachers are involved in conferences with parents scheduled by classroom teachers or Guidance. Other methods used to provide information to parents include behavior logs; Internet access for homework assignments, e-mail correspondence, and/or individual teacher website pages; homework hotline (phone voice mail); evening parent conferences; Report Card Nights.

Discharge from AIS Criteria

K-5: To be discharged from AIS at mid-year or end of the year, elementary students need to meet at least two of the following criteria:

- Winter/Spring MAP score at 41st percentile or above
- DIBELS – strategic or benchmark
- PAR – solid score rating in fluency, vocabulary, phonemic awareness, and single word call
- The majority of report card 2nd/3rd trimester grades are at grade level for ELA or math
- Teacher recommendations from classroom teacher and AIS teacher based on progress

6-12: To be discharged from AIS at mid-year or end of year, secondary students need to meet at least two of the following criteria:

- Winter/Spring MAP score at 41st percentile or above
- Report Card Grade:
 - Passing 1st/2nd quarters (mid year)
 - Passing 3rd/4th quarters (end of year)

- Passing Regents exam
- Teacher recommendations from content area teacher and AIS teacher based on progress

Instructional Support Team (IST)

Students may be referred for intervention through the Instructional Support Team via teacher referral, principal referral, or parental request to the teacher or school counselor. The classroom teacher(s), school counselor, and a building administrator are mandated to attend IST meetings. Minutes are recorded for all IST meetings. IST committee meetings are chaired by the school psychologist or building principal and may include: regular and special education teachers, intervention staff (ELA/Math/speech and language therapist, ELL), school counselor (Jr/Sr High School), school nurse, occupational therapist (OT), physical therapist (PT), Astor therapist, administrator.

The IST usually meets weekly in both elementary schools, or as referrals are forwarded commencing in September. The IST at the Jr/Sr High School meets as referrals are received. Prior to the IST meeting, there is communication between the classroom teacher, parent, and the building principal. Incorporated into the IST referral form are supporting documents which may include report cards, test scores, teacher observations, and work samples. Documentation of intervention and results of progress monitoring must be forwarded with an IST referral.

At the conclusion of each IST meeting, the IST Recommendation form is completed at the meeting and shared with all supporting staff. This form is signed by the PPS Director and then mailed to the parent. After the IST meeting, the PPS Director coordinates recommended testing and services. Classroom teacher contacts the parent. There may be a scheduled follow-up meeting. As a result of the IST meeting, further academic testing, and physical, and/or mental health evaluations may be recommended.

Kindergarten Screening

The DIAL-4 is used to evaluate incoming kindergartners. Each student is individually screened. The screening is completed by a team, which includes the school psychologist, AIS teachers, regular education teachers, speech therapist, and school nurse.

All staff meet to review results immediately following the screening process. A student with a total screening score of 80 or below qualifies for AIS. Fine and gross motor activities are included in the screening. Weaknesses in specific areas may result in occupational or physical therapy evaluations and/or further formal language testing. OT, PT, and Speech interventions are provided to regular education students as part of RTI. Parents are notified if their child's total score is below 80.

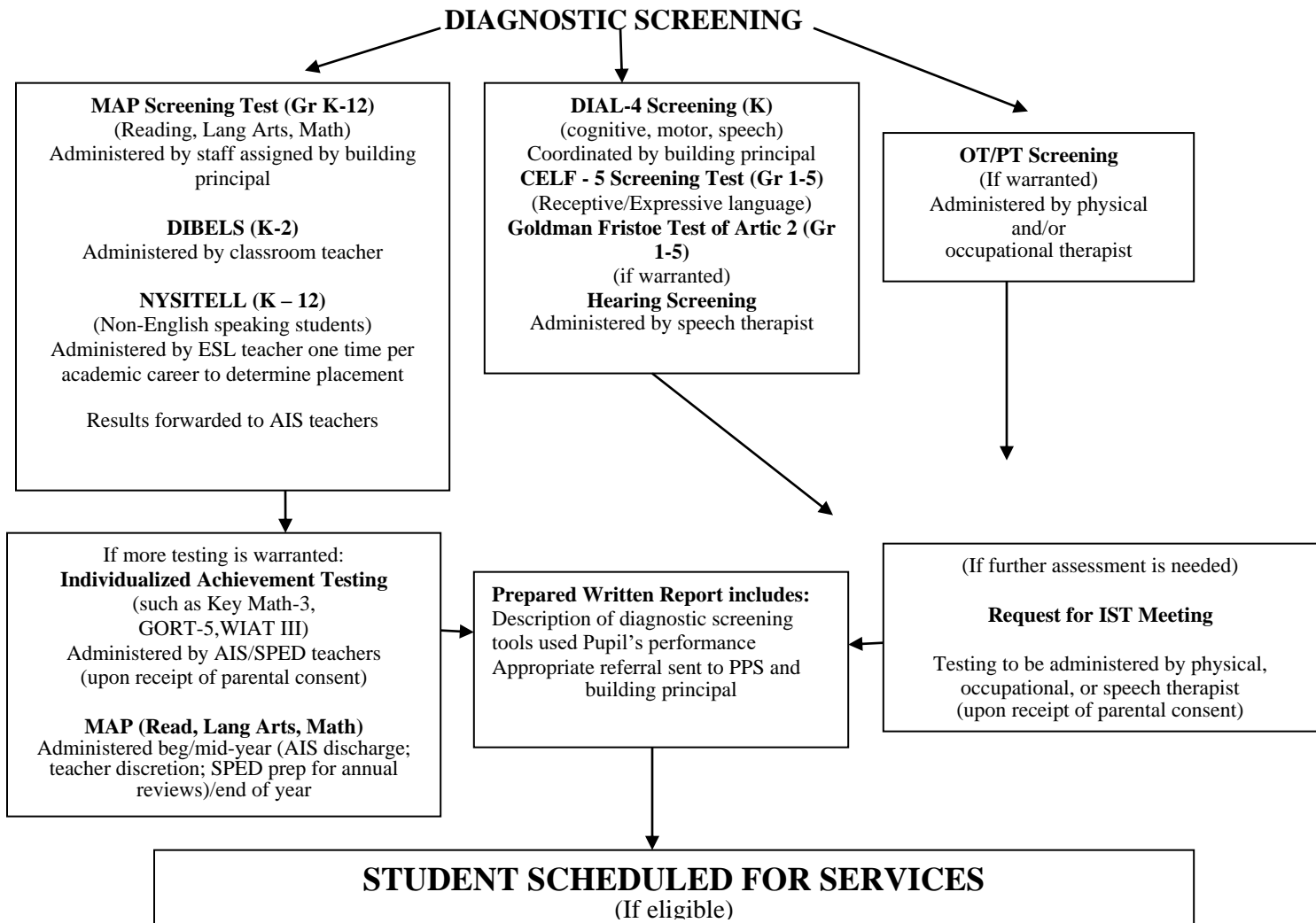
Pine Plains Central School District
New Entrant Screening Procedures

Part 117: New Entrant shall mean a pupil entering the NYS public school system for the first time, or reentering a NYS public school with no available record of a prior screening.

Diagnostic Screening shall include:

- Health exam
- Certificate of immunization
- Determination of receptive and expressive language development, motor development, articulation skills, and cognitive development
- Determination that the pupil is of foreign birth (possible ENL student)

Every effort should be made to screen students before starting program to ensure appropriate placement. Students qualify for AIS services based on the eligibility criteria defined in the PPCSD AIS Plan.



*STUDENT SUPPORT SERVICES*English Language Learners (ELL)

All districts in New York State are required to identify English Language Learners (ELL) and provide them with appropriate services as defined in Part 154 of the Regulations of the Commissioner of Education. The identification process begins at enrollment when all parents or guardians of new entrants are administered a Home Language Questionnaire. Students whose home language or native language is other than English are administered the New York State Identification Test for English Language Learners (NYSITELL) to determine if the student is an ELL in need of services. All ELLs are assessed annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). Students continue to receive services based on these scores. Students who achieve English proficiency enter the general education program and continue to be monitored and/or receive services for two years. Additionally, former ELLs who are not achieving academically can reenter the ELL program for Tier 2 intervention services at the recommendation of the IST.

ELL students are included in ALL New York State Assessments administered to students in the general education program. ELLs who have been enrolled in a United States school for less than one year are exempted from the Grades 3-8 English Language Arts Test. All other ELLs are required to participate in the Grades 3-8 English Language Arts Tests. The State math, science and social studies tests are available in other high incidence languages. Students have the option of taking these exams in their native language. This option should be determined on an individual basis. State testing administrative manuals outline all available test accommodations for ELLs.

Please see Appendix A for NYSED's chart entitled "ELLs Screening, Identification, Placement, Review, and Exit Criteria."

Speech / Language Improvement

Speech improvement services may be accessed from several sources: Kindergarten Screening, Instructional Support Team meetings, or an outside evaluation. Frequently utilized tests include the Clinical Evaluation of Language Fundamentals (CELF)-5 and Preschool-2, the Peabody Picture Vocabulary Test (PPVT)-4, The Test of Word Finding-3 (TWF)-3, the Test of Auditory Processing Skills (TAPS)-3, Test for Auditory Processing Disorders in Children (SCAN-C), The Test of Pragmatic Language-2 (TOPL-2), The Test of Word Finding and the Goldman Fristoe Test of Articulation-3. Any student can receive speech/language intervention, as recommended. Speech/language intervention is provided by certified speech/language pathologists.

Occupational Therapy (OT) / Physical Therapy (PT)

Occupational and physical therapies are medical services provided by state certified therapists. The district currently contracts with individuals for those services. Special education classification is not necessary for students to receive OT and/or PT services. Where appropriate, screening/evaluation/services may be recommended for any student. Services may be provided individually or in small groups of students. A referral for screening or an evaluation can be approved by the Instructional Support Team. Each OT and PT has consultation time built into his or her schedule to meet with classroom teachers and screen students.

Skilled Nursing Services

The school nurse works closely with Astor therapists, guidance counselors, classroom teachers, and students' parents/guardians in a coordinated effort to ensure, promote, and maintain the health and well-being of each student. The school nurse handles situations related to general health and wellness, health education, playground safety, student injuries, administration of medications, and disaster preparedness. Medical intervention has intensified in past years due to greater needs among the student population (e.g. monitoring students with diabetes, asthma, and other chronic illnesses/diseases).

Community Agencies / Satellite Mental Health Clinic

Mental Health Support Services are provided to students in all buildings via a unique contractual relationship with Astor Services for Children and Families. Children and families voluntarily access all resources of a Mental Health Clinic within the school building. Astor therapists are available at all district schools. The Astor therapists are clinically trained and supervised weekly. They provide individual, family, and group therapy, as well as walk-in crisis counseling.

Psychiatric, medical, intensive case-management, and community-based resources are all available through this program, either in the district or in private settings. The clinic also provides services during school, evenings, and summer for convenience to families. The IST process can be used as a referral source to direct families to the resources provided by Astor. Other personnel may refer a student/family for services. Depression screenings are also administered by Astor. In recent years, a primary goal has been to develop liaisons with various countywide agencies to provide resources to children and families residing in the Pine Plains School District. The Pupil Personnel Services Department maintains close ties with Dutchess County law enforcement personnel (probation), hospitals, and child welfare agencies. Community resources and supports are available to provide services to regular and special education students with mental health/community based issues in an effort to prevent hospitalization or residential placement.

District personnel participate in Transition Network and Building Bridges programs throughout the school year. These two resources provide additional contact and collaboration with community agencies to support students and families while their children are in school and to assist in planning for post-secondary options. The District also accesses the National Alliance for Mental Illness (NAMI) to support students and their families on an as needed basis, as well as through classroom presentations and staff trainings.

Guidance and Psychological Services

Full time School Counselors are assigned to the Jr/Sr High School. The Guidance Office is a vital intervention point for students experiencing difficulties. School counselors refer students for support services, often through the IST process.

The school psychologists work closely with the Astor therapists, school counselors, classroom teachers, and school nurses presenting a coordinated information network to families. School psychologists or building principals chair the building Instructional Support Teams. In addition, the school psychologists chair 504 meetings, conduct comprehensive evaluations (including Functional Behavior Assessments – FBA), provide counseling and crisis intervention, and develop Behavior Intervention Plans (BIP).

Attendance / County Resources

The District has a fully computerized system which enables review of attendance of any student. A Comprehensive Student Attendance Policy is in place as per BOE policy # 5100. Letters are sent to parents of students who are frequently absent. Building principals, the PPS office, Astor, and the guidance department coordinate with county agencies, as needed, to support students and their families in improving attendance. Pupils in Need of Services (PINS) diversion referrals are routinely made when attendance problems are not resolved. Child Protective Services (CPS) referrals also may be indicated for educational neglect.

District Summer School Programs

The purpose of summer school for the K-8th grade AIS population is to reduce or eliminate academic decline over the summer and, if possible, demonstrate growth. In doing so, students require less review and are better able to address the academic demands of the new year. Recommendation for summer school will be based on similar criteria to AIS eligibility and may include failing report card grades. Summer school programs may also be designed to provide enrichment/extension.

Quality Assurance/Funding

Administration analyzes staff caseloads and the progress of students on an on-going basis. Data is reviewed to assure effectiveness and equity of services. Input from staff, students, and parents is used to assess and improve programs. Examples of ongoing accountability include: documentation of parent contact/conferences by school counselors, Report Card Nights, and written documentation of progress monitoring

Title grant services have been implemented on a districtwide basis at all grade levels. Local funds supplement Federal funds to provide equal access to interventions in all buildings. Testing data is reviewed annually to assure that every appropriate student has been referred for a special education evaluation and to assure that all students eligible for Academic Intervention have been offered services.

The centralized design of the Pupil Personnel Services Department permits the integration of funds from various sources, providing a comprehensive array of intervention services. Federal Title Grants and special education Part B funds are used to provide staffing, materials, and professional development. However, most of the cost of Academic Intervention Services has historically been funded using local tax dollars.

Adoption date: July 25, 2018

Readopted: February 6, 2019

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: February 6, 2019

HOMEBOUND INSTRUCTION

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

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

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.

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

Adoption date: February 6, 2019

DUAL CREDIT FOR COLLEGE COURSES

Students who wish to enroll in college level coursework shall meet all academic, grade level and coursework requirements as set forth by administrative guidelines. Students who have demonstrated intellectual and social maturity may choose to matriculate at any one (1) of the colleges that have a cooperative agreement with our school district. Such opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by the administration are necessary before any college courses may be taken during the school day.

High school credit may be awarded to students who enroll in, and pass, approved courses if a college course is offered as part of the district's curriculum, all costs shall be borne by the district. If the student also wishes to earn college credit for such course, any and all tuition costs shall be borne by the individual student.

Ref: Matter of Storman, 26 EDR 454 (1987)

Adoption date: February 6, 2019

TEXTBOOK SELECTION AND ADOPTION

The Board of Education is responsible for the selection and designation of all textbooks and/or e-books to be used in the district schools. The Superintendent of Schools, in cooperation with the Building Principal, shall recommend suitable lists of textbooks and/or e-books 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/or e-books 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 and/or e-books:

1. textbook and/or e-book 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 and/or e-book series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
10. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
11. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage pursuant to policy 4350; and
12. a reasonable balance of viewpoints regarding controversial issues should be presented.

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

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

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

Ref: Education Law §§701 et seq.; 702, 1711; 2508; 2566

Adoption date: February 6, 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 to the Superintendent or his/her designee for the selection and purchase of materials and equipment.

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

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

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

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 interpreting these principles, the following will apply:

1. Broad and varied collections will be developed systematically by the Library Media Specialist, based on recommendations of the professional staff and suggestions of students and parents. Final approval will be made by the Building Principal.
2. Qualitative standards of selection involving artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability and technical quality will be applied by Library Media Specialists before purchases are made.

3. Materials will not be excluded because of the race, nationality, political opinions or religious views of the author.
4. Materials will be chosen to enrich and support the curriculum and the personal needs of the users. Worn out, outdated materials will be discarded.
5. Materials shall support and be consistent with the general educational goals of the state and the district aims to and objectives of individual schools and specific courses.

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

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

Adoption date: February 6, 2019

COMPUTER USE IN INSTRUCTION

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to the district's computer system ("DCS" hereafter), 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 DCS 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.

The Board will provide access to various computerized information resources through the DCS consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the school district.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of district policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or

communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the district's school conduct and discipline policy and the district Code of Conduct. The district reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the district. Further, the district may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law § 3-112.

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 Microcomputer System Director. The Microcomputer System 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.

All users of the DCS 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 DCS. Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be school district property subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

Notification/Authorization

The district's Acceptable Use 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 DCS.

"Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the IT Department.

The Superintendent or his/her designee, working in conjunction with the designated purchasing agent for the district and the Microcomputer System Director, working in consultation with the District Technology 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.

Regulations and handbooks, to be developed by the Superintendent, in consultation with the Microcomputer System 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.

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

Adoption date: February 6, 2019

COMPUTER USE IN INSTRUCTION REGULATION

The following rules and regulations govern the use of the district's computer system ("DCS" hereafter), and access to the Internet.

I. Administration

- The Superintendent of Schools shall designate a Microcomputer System Director to oversee the district's computer network.
- The Microcomputer System Director shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The Microcomputer System Director shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Microcomputer System Director shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The Microcomputer System Director shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- The Microcomputer System Director will review staff requests to use 'cloud-based' educational software/applications to ensure that personally identifiable information (PII) is protected in accordance with district standards prior to student use.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

II. Internet Access

- Students will be provided Internet access during instructional time in a controlled environment on district issued or IT Department approved devices only.
- Students in grades 2 through 12 will be provided with individual access accounts. The lower grades will share a common access account.
- Students may have Internet access: for educational purposes only.
- All users will be prohibited from using inappropriate web sites, e.g. non instructional on line games; sites used for purchasing or selling merchandise online (unless authorized for district purposes);and watching videos online (unless authorized for a school purpose), and any other sites deemed inappropriate to instruction.
- Students are ~~(are not)~~ to participate in chat rooms.
- Students may construct their own web pages for internal use only using district computer resources.
- Students in grades 2-12 will have individual e-mail address.

A staff member will be required to monitor all of these activities.

III. Acceptable Use and Conduct

- Access to the district's computer network is provided for educational purposes and research consistent with the district's mission and goals.
 - Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
 - Each individual in whose name an access account is issued is responsible at all times for its proper use.
 - All network users will be issued a login name and password. Passwords must be changed periodically.
 - Only those network users with written permission from the principal or computer network coordinator may access the district's system from off-site (e.g., from home).
 - All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive or sexual language or images, vulgarities and swear words are all inappropriate.
 - Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive, vulgar or harassing to others.
- Using another user's account or password.

- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send false, misleading, damaging or anonymous messages or files.
- Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Using or installing personal software, hardware, or using personal media (e.g. diskettes, CDs or DVD ROMS, memory sticks) on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for commercial or financial gain or fraud.
- Stealing data, equipment, software or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, computer or phone systems, or vandalizing the data of another user.
- Wastefully using finite district resources, e.g. Internet Bandwidth.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while access privileges are suspended or revoked.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Students using the district's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VI. Sanctions

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal 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 materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

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: February 6, 2019

INTERNET SAFETY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers while accessing the Internet through the District's network. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet through the District's network.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the District Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- a. Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
- b. Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c. In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

- d. Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the district and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the district's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the school district.

The school district shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the school district may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

The district shall also provide age appropriate instruction to students regarding appropriate online behavior including but not limited to interacting on social networks, websites and chat rooms, and cyberbullying awareness and response. Such instruction will be provided even if the district prohibits students from accessing social networking sites and chat rooms on district technology.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of district policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The district is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The district's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

"Affirmative Consent" (Opt-in) Student use of the district's computer system ("DCS" hereafter) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the IT Department.

The district has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the district's Internet Content Filtering/Safety Policy, as well as any other district policies relating to the use of technology.

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
47 USC §254
20 USC §§814; 6777

Adoption date: February 6, 2019

FIELD TRIPS AND EXCURSIONS

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

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 District 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. Factors relevant in consideration of approval of such field trips may include the relationship to the curriculum, the distance of the trip, availability of transportation, the cost involved, weather conditions, and full utilization of transportation. In order to make necessary transportation arrangements, all requests for day field trips must be submitted to the appropriate Building Principal at least two weeks prior to the trip date. The Superintendent/designee may cancel previously approved field trips due to extenuating circumstances.

Overnight Field Trips

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

Transportation

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

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

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

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

Adoption date: February 6, 2019

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 are persons who are willing to donate their time and energies to assist Principals, teachers, and other school personnel in implementing various phases of school programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the District's insurance program.

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.

An application shall be filled out by each prospective volunteer and forwarded to the District Office for evaluation. 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 Building Principal will forward his/her decisions concerning selection, placement and replacement of volunteers to the Superintendent for final evaluation. The Superintendent 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. Following approval from the Superintendent of Schools, volunteers selected for work in the District shall be placed on the list of approved volunteers. However, the Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

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

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

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

Administrative regulations will be developed to implement the terms of this policy.

Adoption date: February 6, 2019

GRADING SYSTEMS

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

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

Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities. Parents/guardians/persons in parental relation shall be provided a written report card at least three (3) 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, or designee 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 Building Principal and the Guidance Secretary.

The Director of Technology will develop regulations and procedures for adding users, establishing user's access rights (include if applicable: 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 Dickershaid, 26 EDR 112 (1986)
Matter of Fitchett-Delk, 25 EDR 178 (1985)

Matter of Gibbons, 22 EDR 134 (1982)
Matter of LaViolette, 24 EDR 37 (1984)
Matter of MacWhinnie, 20 EDR 145 (1980)
Matter of McClurkin, 28 EDR 136 (1988)
Matter of Reid, 65 Misc 2d 718 (1971)
Matter of Rivers, 27 EDR 73 (1987)
Matter of Shamon, 22 EDR 428 (1983)

Adoption date: February 6, 2019

HOMEWORK

The Board of Education acknowledges the educational validity of homework as an adjunct to and extension of the instructional program of the schools. "Homework" shall refer to those assignments to be prepared by the student outside of the school or independently while in attendance at school.

The assignment of homework shall adhere to these guidelines:

- a. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems
- b. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
- c. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- d. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.

Adoption date: February 6, 2019

ACADEMIC RECOGNITION

The Board of Education values excellence and wishes to inculcate in students the desire to do their best in all things. It shall be the policy of the Board of Education, therefore, to recognize outstanding academic accomplishment. The Board authorizes the recognition of the secondary school graduate with the highest academic average (valedictorian) and the secondary school graduate with the second highest academic average (salutatorian).

Class Ranking

The Board acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students at the end of the 11th grade and at the midpoint of the 12th grade.

Any two or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her. The class ranking of a student who has transferred to this District shall include grades earned in the regular program of his/her former school.

A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on students' records and on all transcripts where they will be available for review by authorized persons.

Senior Year Alternatives

Since final average and class rank are normally determined after the seventh high school semester and since more students are taking advantage of senior year alternatives, these guidelines will be followed for students who elect to participate in an approved senior year alternative such as early admission to college or a foreign exchange program:

- a. The three year average determined at the end of the Junior year will stand as the high school average.
- b. The average so determined will be included in the regular class ranking of Seniors after the seventh semester.
- c. A successful alternative year will entitle the student to a high school diploma, participation in the graduation exercises, and full consideration for all honors and prizes that might be awarded at graduation.

Honor Roll and National Honor Society

The Board endorses the National Honor Society and the selection criteria so recommended for selection of members.

At the end of each secondary marking period, those students who achieve an average between 84.5 and 89.4 shall be named to the B Honor Roll. Those students who achieve an average of 89.5 and above shall be named to the A Honor Roll. Any failing mark (less than 65), incomplete, drop/fail, etc., including physical education, will bar a student from the honor rolls.

Adoption date: February 6, 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 district will not make any student promotion or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The district may, however, consider student performance on such state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to such assessments and that such assessments do not constitute the major factor in such determinations.

The district will not place or include on a student's official transcript or maintain in a student's permanent record any individual student score on a state administered standardized English language arts or mathematics assessment for grades 3 through 8. However, the district will comply with state and federal requirements regarding the maintenance and transfer of student test scores. Any test results on a state administered standardized English language arts or mathematics assessment for grades 3 through 8 sent to parents, guardians and/or persons in parental relation to a student shall include a clear and conspicuous notice that such results will not be included on the student's official transcript or in the student's permanent record and are being provided to the student and parents for diagnostic purposes.

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 Instructional Study Team, or ultimately 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.

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 referenced 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(11); 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: February 6, 2019

ACCELERATION PROGRAMS

Students may accelerate their course of study by taking courses beyond the grade to which they are currently assigned. Applicants for acceleration must meet certain criteria and receive approval from both their parents and the Superintendent of Schools.

8th Grade Acceleration for Diploma Credits

Individual eighth grade students only may be afforded the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, or science courses. The Superintendent or his/her designee is responsible for determining that an eighth grade student is eligible to take high school courses. The district shall utilize a set of criteria to determine each student's readiness for acceleration. Students who are accelerated for diploma credit must have been provided instruction designed to facilitate their attainment of, by the end of Grade 7, the State intermediate learning standards in each subject area in which they are accelerated.

Advanced Placement

Advanced Placement (AP) examinations are administered by the College Board with strict guidelines as to their implementation. A national, standardized, arduous examination is administered by the College Board in May of each year for a great variety of courses in various subject areas. In addition to entering a universe of knowledge that might otherwise remain unexplored in high school, Advance Placement examinations afford students the opportunity to earn credit or advanced standing in most of the nation's colleges and universities. The District shall utilize a set of criteria to determine a student's readiness for enrollment in the Advanced Placement classes.

Adoption date: February 6, 2019

ONLINE, DISTANCE, AND REMOTE LEARNING

The Board of Education recognizes that new technologies are changing the way instructional material can be delivered to students. These technologies may permit the district to more effectively reach all students and provide expanded and enriched curriculum opportunities. Therefore, the Board encourages teachers and administrators to utilize online instructional opportunities for students. The use of distance learning opportunities (e.g., through BOCES), where students attend class in the district with instruction provided remotely by a teacher at another location, may be utilized but is not covered by this policy.

In accordance with Commissioner's regulations, the Board authorizes the use of district-approved online courses which enable students to earn course credit toward a Regent's Diploma, in accordance with this policy. Such online course instruction may be used to supplement a class offered by the district ("blended course") or it may be the sole mechanism for delivering the subject matter ("online course"). Online courses may be provided either with district instructional staff, through a BOCES contract, or through a shared services contract with another school district.

The Superintendent is directed to develop the following:

1. a mechanism for reviewing and approving online educational programming that can be used to enable students to earn course credit as either part of a blended or online course in accordance with Commissioner's Regulations and policy 4200, Curriculum Management;
2. criteria and procedures for admitting students to online courses; and
3. methods for monitoring the efficacy of online courses. In developing the procedures above, the Superintendent, with the assistance of appropriate staff, will consider:
 - the equitable access of students to blended and/or online courses;
 - the adequacy of instructional support for students utilizing blended and/or online courses;
 - the budgetary impact of use of blended and/or online courses; and
 - the fit of online education resources to New York State learning standards.

Emergency Utilization During School Closures

During emergency situations such as extended school closures, the district may utilize online learning platforms and other electronic technology to deliver instruction to students at all grade levels in an age-appropriate manner, in order to maintain continuity of the instructional program. The district will consider the technological capacity of students and staff to access online learning with respect to devices and internet access. The district may take steps to increase technological capacity during the emergency school closures, such as providing computing devices and temporary internet access devices.

Attendance and Behavioral Expectations

As much as possible, the Board expects students learning remotely to observe similar behavioral and attendance expectations as though they are in the school building. Therefore, the Board establishes the following expectations:

1. Students must complete assignments and participate in class as set by teachers;
2. Students must demonstrate some form of daily attendance or participation, as provided in policy 5100, Student Attendance;
3. When participating in live virtual classes, students must observe similar behavioral rules as the in-school classroom;
4. Students must understand that taking photos/screenshots, audio or visual recordings of classes can be disruptive to the teacher and students, and create an atmosphere not conducive to open dialogue and sharing of information. Students are expected to refrain from making such recordings, unless specified in an IEP or permitted by the teacher, and must not use any recording to bully or harass any individual or for academic misconduct;
5. Student misbehavior while learning remotely will lead to consequences outlined in the district's policies, including but not limited to the Code of Conduct and bullying policy;
6. Teachers are expected to pay particular attention to the engagement of students learning remotely, and initiate additional outreach activities when a student starts to fall behind in participation, schoolwork or educational progress;
7. Teachers are expected to communicate specific class rules and expectations, while understanding that it is not always possible to perfectly recreate the school environment in the home; and
8. Parents/guardians and families must understand that while their assistance may be needed to resolve technological issues, their presence during learning time may be distracting to their students, as well as to the teacher and other students during live virtual classes.

Cross-ref: 0115, Student Bullying and Harassment Prevention and Intervention
 4200, Curriculum Management
 5100, Student Attendance
 5300, Code of Conduct
 8131, Pandemic Planning

Ref: 8 NYCRR §100.5(d)(10)
 Matter of Boyd, Decision No. 16364, June 28, 2012

Adoption date: February 6, 2019
Revision date: September 16, 2020

GRADUATION REQUIREMENTS

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

Participation in the graduation exercises will be predicated on satisfactory completion of all graduation requirements, except as permitted by policy 4772.

Cross-ref: 4772, Graduation Ceremonies
4773, Diploma and Credential Options for Students with Disabilities

Ref: 8 NYCRR §§100.5; 100.6

Adoption date: April 4, 2018

Readopted: February 6, 2019

EARLY GRADUATION

Upon request from the student's parent/guardian, a student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements; however, the student must have successfully fulfilled the physical education requirement each semester up to that time.

In regard to individual student requests, the following factors may be considered: the student's grades, performance in school, his/her future plans, and benefits that would accrue to the student if the request for early graduation were to be approved. The Building Principal shall make the final decision on whether to grant permission after consultation with the individual student's counselor, the English department chairman, student and parent(s).

A student graduating early shall be eligible for all graduation honors and prizes, and shall be given a class rank with the graduating class if class rank is calculated.

Cross-Ref: 4740, Academic Recognition

Ref: 8 NYCRR §100.5(a), (e)
Appeal of Sperry, 37 EDR 660 (1998)
Appeal of Chesbrough, 32 EDR 647 (1993)
Matter of Roberts, 15 EDR 269 (1976)

Adoption date: February 6, 2019

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 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 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: April 4, 2018

Readopted: February 6, 2019

DIPLOMA AND CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The Board of Education is committed to supporting all students so they are college- and career-ready upon graduation. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma or credential based on their Individualized Education Plan (IEP).

Regents Diploma or Regents Diploma with Advanced Designation

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

Local Diploma

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

Career Development and Occupational Studies Commencement Credential

Students with disabilities, who are not students with severe disabilities under Commissioner's Regulations, may be issued a New York State Career Development and Occupational Studies Commencement Credential (CDOS), pursuant to the requirements of those regulations. The student may pursue a CDOS either in addition to or instead of a high school diploma. The district shall ensure that such students have been provided with appropriate opportunities to earn a high school diploma.

Skills and Achievement Commencement Credential

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a Skills and Achievement Commencement Credential (SACC) pursuant to the requirements of Commissioner's Regulations 8 NYCRR §100.6.

Continued Right to Educational Services

If a student receiving a CDOS or a SACC is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

Graduation Ceremonies

Students with disabilities may participate in graduation ceremonies as permitted under state law and described in policy 4772, Graduation Ceremonies.

Cross-ref: 4321, Programs for Students with Disabilities
4770, Graduation Requirements

Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9

Adoption date: April 4, 2018

Readopted: February 6, 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.

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. Controversial issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner. 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 Building Principal in advance of the dissemination of any material likely to be considered controversial by staff, class or community.

The Building Principal will review the materials pursuant to the guidelines above.

Teachers wishing to invite outside speakers in the presentation of controversial issues are required to obtain the approval of the Principal, who shall keep in mind the obligation for presenting opposing views as well, and who shall inform the Superintendent prior to the presentation.

Cross-ref: 1400, Public Complaints
1420, Complaints About Instructional Materials

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

Adoption date: February 6, 2019

SCHOOL CEREMONIES AND OBSERVANCES

The Board of Education remains impartial with regard to religion but acknowledges the importance of religion to the understanding of society and the richness of the human experience. In approaching the teaching about religion in the school, the District will be guided by three concepts when making decisions about the appropriateness of activities for inclusion in the school program: the activity shall have a secular purpose; the activity shall neither advance nor inhibit religion; and the activity must not foster an excessive entanglement of "government" with religion. Therefore, no religious celebrations including organized prayer, bible reading or other activities performed in a religious context may be held on public school property, except to the extent permitted by Law.

Nurturing the development of knowledge and respect for the rights of all cultural and religious groups is a continuing goal of the School District. Students, faculty and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivity of others.

Opportunities to learn about cultural and religious traditions shall be provided within the framework of the curriculum. Information about religious and cultural holidays and traditions focusing on how and when they are celebrated, their origins and histories shall be part of this instruction. This educational opportunity shall be handled with great care, sensitivity and respect for the feelings and beliefs of individuals.

An environment shall be created and encouraged where students of various ethnic backgrounds feel comfortable in sharing comments about their religious and cultural traditions. No student shall be singled out to share or participate in such discussions solely on the basis of that student's identification with the cultural/religious heritage being addressed. A student's preference not to share or participate in such discussions shall be honored and respected without penalty.

School Activities Related to Religious Holidays or Themes

School activities related to the teaching about religious holidays or themes must be consistent with, representative of, and congruent with the District's curriculum.

In planning school activities related to the teaching about religious holidays or themes, special effort must be made to ensure that the activity is not devotional and that students of all faiths can join without feeling they are betraying their own beliefs.

In planning school activities related to the teaching about religious holidays or themes, age appropriate activities are encouraged within the

framework of the curriculum. Teaching about religious and cultural holidays may include such special activities as parties and special foods, if they reinforce educational goals.

Symbols in the Schools

The purpose of using religious symbols shall be to teach about religious concepts and traditions, and to convey historical or cultural content, not to promote or celebrate religious concepts, events or holidays. Symbols which are secular and seasonal in nature, such as Santa Claus and Easter bunnies, can be displayed in a seasonal context.

Music in the Schools

The purpose of using religious music shall be to teach musical concepts, to convey historical and cultural content, or to create aesthetic experiences in a setting which emphasizes artistic expression and educational value, not to promote or to celebrate a religious faith.

District Calendar

The days on which members of a religious group may be absent to observe a religious holiday (legal absence) will be noted on the school planning calendar and the District calendar distributed to parents/guardians. Out of respect for a student's observance of these holidays, teachers will be sensitive to the needs of the student by allowing them to make up all class work, homework, and tests without penalty. Parents/guardians are encouraged to notify the school prior to the absence in order to assist the staff in instructional planning and in meeting the needs of the student.

Curriculum and Program Areas in Conflict with Religious Beliefs

Students shall be given the option to be excused from participating in those parts of an activity, program, or area of instruction involving a religious theme which conflicts with their own religious beliefs or that of their parents/guardians in accordance with applicable law and regulations. Alternatives may be provided that are of comparable instructional value.

Implementation

Administrative regulations will be developed to implement the terms of this policy. Further, the District shall vigorously publicize and disseminate this policy and accompanying regulations in order to ensure community, faculty, student, and parental/guardian awareness.

Cross-ref: 5040, Prayer in the Schools
5100, Student Attendance

Ref: United States Constitution, First Amendment
Equal Access Act, 20 USC §§4071-4074
Elementary and Secondary Education Act, Section 9524, as amended by
the No Child Left Behind Act of 2001; 20 USC §7904
Education Law §§ 1609(9), (10); 1709(1), (3); 3204(5); 3210
8 NYCRR §§ 16.2; 109.2
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 Sch. Dist., 619 F.2d 1311 (1980) (constitutionality of
school observance of holidays)
Stratechuk v. Bd. of Educ., S. Orange-Maplewood Sch. Dist., 587 F.3d
597 (2009), cert. denied, 131 S. Ct. 97 (2010)
Appeal of Pasquale, 30 EDR 361 (1991)
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)

Adoption date: February 6, 2019

ANIMALS IN THE SCHOOLS

Study and Care of Live Animals

Observation and experimentation with living organisms and animals gives students unique perspectives of life processes. 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 of Education 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, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Building Principal before animals are brought into the school or classrooms. It is the Principal's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified to assist persons with disabilities.

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.

Use of Service Animals

The Board allows the use of service animals on school grounds by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the Superintendent of Schools or his/her designee. The service animal must be under the control of the handler through the use of a harness, leash, or other tether, unless the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of its work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

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

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

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

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

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: February 6, 2019