

THREE VILLAGE CENTRAL SCHOOL DISTRICT

INSTRUCTION

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**STUDENT LEARNING OBJECTIVES AND
INSTRUCTIONAL GOALS**

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

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

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

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

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

Objective 5: All students will demonstrate the ability to understand, use and appreciate the life-enriching insights and perspectives that are provided in the various subject areas of learning, including language arts, science, math, history, social studies, technical and occupational studies, global languages, the arts, music, humanities, physical education, home and career skills. Students should also gain a deep understanding of the role technology plays within each subject area.

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

Objective 7: All students will be afforded the opportunity to graduate with a regular high school diploma, while being encouraged to prepare appropriately for life after high school.

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

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

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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 maximizing the achievement of 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 District schools.
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 maximize student performance, and to enhance the faculty knowledge base.
7. Steps will be taken to identify and address the cause(s) of student drop-out, and to reduce the student drop-out rate.
8. The district will recruit, hire and retain highly qualified staff.
9. Staff professional development will be designed to enable achievement of the Board's articulated learning objectives and instructional goals, as well as support District initiatives.
10. The District will implement a process of on-going review to identify and address any obstacles to the achievement of the Board's articulated learning objectives and instructional goals.

Cross-Ref: 0000, Mission Statement and Vision

Ref: 8 NYCRR 100.2 (ii)

Adoption date: December, 1991

Revised: November 9, 2010

EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS

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

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

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

Cross-ref: 1400, Complaints from the Public

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

Adoption date: June 22, 2010

ORGANIZATION OF INSTRUCTION

Instruction in the schools of the district is organized so that students with similar age and maturity levels will be grouped together.

The Superintendent of Schools shall administer the district according to a K-6, 7-9, 10-12 plan of organization. If the Superintendent finds that changes in this basic plan are desirable because of shifts in enrollment or other considerations, he/she shall propose modifications to the Board of Education for its consideration and approval.

Adoption date: December, 1991

Reviewed by Policy Committee: April 22, 2010

SCHOOL SCHEDULING

School Calendar

The school calendar for the ensuing year will be prepared by the Superintendent of Schools/Designee in collaboration with representatives of teachers, administrators, parents and students. The calendar will be presented to the Board of Education for approval not later than the first Board meeting in March of each calendar year. The number of days scheduled for students will meet or exceed the requirements of New York State law.

School Year

The Superintendent of Schools will develop and present to the Board of Education school year schedules that fulfill State requirements and fall within the restrictions of the collective bargaining agreement(s) currently in effect within the District.

School Day

The Board of Education shall set the length of the school day for students of the District. which shall be comprised of at least the minimum hours of instruction required by the regulations of the Commissioner of Education.

Ref: Education Law §§3015(2); 3101(3); 3204(4); 3604(7-8)
8 NYCRR Part 175; 175.5
Three Village Teachers Association Contract

Adoption date: December, 1991

Revised: January 26, 2010
June 22, 2010

CURRICULUM MANAGEMENT

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

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

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

Curriculum Development

The Board views a centralized curriculum aligned both vertically and horizontally between grade levels as essential to an effective instructional program designed to meet the learning standards established by the State and the Board.

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

The curriculum shall:

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

Curriculum Adoption

The Superintendent shall present the written curriculum to the Board for its review and adoption annually. Prior to adoption, the Board will review the curriculum to ensure consistency with Board-adopted learning objectives. In addition, the Board will adopt instructional materials that support the adopted curriculum.

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Curriculum Implementation

Implementation of the curriculum rests primarily with the administration and teaching staff. In carrying out this responsibility, the teaching staff shall work to ensure continuity among the written, taught and assessed curriculum. The Building Principal shall be responsible for the management of the implementation of the aligned curriculum at the building level. He/she shall carry out this management function through activities including curriculum mapping; analyzing student assessment data; making classroom observations of teachers; and providing opportunities for teachers to discuss and share ideas and strategies. The District's curriculum for each subject or course shall be communicated to the teaching staff in a written curriculum guide developed annually by the Superintendent. Such guides will provide the necessary information to direct instruction and ensure continuity among and between grade levels. The guides shall also include a description of the essential knowledge and skills for the course, instructional philosophy, appropriate sequence, and correlation of major resources. Curriculum guides shall be made available to parents and community members upon request to promote understanding of district goals and objectives.

Curriculum Review

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

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

Ref: Education Law §§1709(3); 1711(2)

Adoption date: December, 1991

Revised: November 9, 2010

CURRICULUM DEVELOPMENT REGULATION

The curriculum development process refers to the cyclical steps on the accompanying exhibit including program assessment, program development and program implementation. The steps in that process are outlined below.

- I. **A K-6 and a 7-12 Curriculum Development Council is formed.** Each CDC prioritizes curriculum tasks based on staff needs assessments and feedback from staff discussions. A plan of action is then recommended to the Assistant Superintendent for Instructional Services. Task groups will then be formed to work on specific tasks.
- II. **Curricular area is assessed to be a priority** by a decision of the district Curriculum Development Councils, administration, the Board of Education or the State Education Department.
- III. **Call for Task Group volunteers is issued** and a **Task Group is appointed** by Director of Curriculum and Assessment, advised by recommendations from relevant directors.
- IV. **Task Group is convened and given a specific curriculum and assessment charge** developed to include the following areas:
 - Review of program status (current curriculum and assessment approaches)
 - Review of materials currently in use
 - Review of relevant research in the field (curriculum and assessment)
 - Assessment of program strengths and areas of need
 - Development of a comprehensive plan and time line to address curriculum and assessment needs
- V. **Task Group develops a comprehensive plan for curriculum and assessment** coordinated by the Director of Curriculum and Assessment under the supervision of the Assistant Superintendent for Instructional Services. The plan should include a time line for developing, piloting, monitoring, adjusting, implementing, evaluating and reviewing both curriculum and assessment in the target area.
- VI. **The comprehensive plan is presented to the Board of Education** for review and approval or amendment.
- VII. **The comprehensive plan is implemented**, coordinated and monitored by the Director of Curriculum and Assessment under the supervision of the Assistant Superintendent for Instructional Services.

Adoption date: December, 1991

Revised: August, 1993

LESSON PLANS

In teaching the curriculum of the District, it is the responsibility of faculty members to plan the instructional program offered to students in advance. For this purpose, a plan document (written or electronic) shall be used. Formal lesson plans, based on materials contained in the district curriculum guide, shall be prepared as necessary to meet the needs of the students.

Proper planning for instruction is essential in order to insure program effectiveness and continuity. Teachers are expected, therefore, to develop and implement appropriate lesson plans. Flexibility in planning is encouraged. However, evidence of proper planning shall be made available to appropriate administrators, when requested.

Adoption date: December, 1991

Revised: December 14, 2010

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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, employee or student, or an historically significant past contributor to the District. The Superintendent of Schools will make this determination.

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)

Adoption date: December, 1991

Revised: January 26, 2010

TEACHING ABOUT RELIGION

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

In this regard the Board encourages factual and objective teaching about religion where it is part of ongoing curriculum. Instructional programs will be encouraged that: (1) focus on the role that religion has played in history or in the development of a society or culture, and (2) educate students about the principle of religious liberty as one of the central elements of freedom and democracy.

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

Adoption date: December, 1991

Reviewed by Policy Committee: April 22, 2010

TEACHING ABOUT RELIGION EXHIBIT

RELIGION AND THE SCHOOLS

Our country's civic heritage espouses pluralism as a value. This poses an ongoing and evolving challenge to schools which should seek to foster increased knowledge, understanding, and respect among all people. To do so we must dissipate ignorance and prejudice, establish fruitful contact with all members of our community on matters of common interest, and create a climate of cordiality between people of different backgrounds. As a public institution we must respect in policy and practice the spiritual, moral, and cultural values of all people.

Because of the multi-faceted nature of our community, the public school system should reflect this diversity. However, the separation of church and state is a basic concept upon which our constitutional society is based. In respect for this principle, religious celebrations as such are properly the domain of the religious institutions and not the public schools. It is essential, however, through our educational program to expose students to the diversity within human culture. It is important that when presenting materials of this nature all those involved clearly understand the educational intent of the program. In this way, persons who express a particular belief should not find the presentation of these materials either to be offensive or in violation of constitutional rights shared by all.

Developed by representatives of the Three Village Central School District administrative staff and the Three Village Interfaith Council.

Adoption date: December, 1991

Revised: January, 1994

HEALTH EDUCATION

The District's health education curriculum is designed to accomplish three basic aims:

1. to develop health skills and practices; that promote positive lifelong wellness choices.
2. to encourage sound attitudes towards good health and wellness; and
3. to acquire up-to-date and scientific health knowledge.

In recognition of the religious tenets of certain families, the Board of Education, subject to the regulations of the State Board of Regents, shall excuse students from required study of Health and Hygiene if such study is found to conflict with the religion of his/her parents.

Such conflict must be certified by a proper representative of their religion.

Ref: Education Law §§804; 804-a; 3204(5)
8 NYCRR §§16.2;135.3; 135.6

Adoption date: December, 1991

Revised: January 24, 2012

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, co-curricular and extracurricular activities available to all other students enrolled in the district's public schools. Such co-curricular 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

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child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the child resides; or a surrogate parent who has been appointed in accordance with commissioner's regulations.

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

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

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

1. School district staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the district, including homeless children and children who are wards of the state, and children attending nonpublic school within the district (including religious schools), who are in need of special education.
2. The district will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The district will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The Instructional Support Team and/or Response to Intervention Team will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Pre-Referral Approaches and Interventions).
3. 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/or instructional methodologies used to remediate the student's performance prior to referral, including any supplementary aids or support services provided for the purpose, or state the reason why no such attempts were made. In addition, the extent of parental contact or involvement prior to the referral will be described as well.
4. 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.
5. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
6. The Superintendent shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.
7. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.

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8. The Superintendent will establish a process for ensuring that district staff understand the right of students with disabilities to access and participate in the same academic, co-curricular 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 with the 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

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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.

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.

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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 or otherwise ensure parent participation (e.g. individual or conference telephone calls, consistent with 34 C.F.R. 300.328, concerning alternative means of meeting participation).
2. The parent will be given at least five days' notice, on a form prescribed by the Commissioner of Education, of the date, 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. Such notice will also inform the parent: (a) of his or her right to participate as a member of the CSE with respect to the identification, evaluation and educational placement of his or her child; (b) pursuant to Education Law §4402(1)(b), of his or her right to request, in writing at least 72 hours before the meeting, the presence of the school physician member of the CSE and/or an additional parent member of the CSE at the meeting along with a statement, prepared by the State Education Department, explaining the role of having the additional parent member attend the meeting; (c) if the purpose of the meeting is to consider postsecondary goals for transition services, and if so, the District will invite the student and identify any other agency that will be invited to send a representative; and (d) if the child was previously served under Part C (early intervention services, his or her right to request an invitation to the initial CPSE meeting to be sent to the early intervention service coordinator or other representatives of the early intervention system to assist with the smooth transition of services).
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.

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

Provision of Services

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

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

Parental Consent for the Provision of Services

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

Transition Service and Diploma/Credential Options

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

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

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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: December, 1991

Revised: May 11, 2010
March 6, 2012
December 11, 2013

PROGRAMS FOR STUDENTS WITH DISABILITIES

The following regulations shall be followed to ensure implementation of this policy:

1. Each student with a disability will be informed by a teacher, guidance counselor or administrator of the district of the availability of extracurricular programs and activities and his/her eligibility to participate.
2. Each student's parent or guardian will be advised of this Board policy at the initial placement meeting and/or annual review by the CSE.
3. The district will ensure that extracurricular programs and activities are accessible to students with disabilities and will make appropriate individual modifications, to include physical facilities, scheduling and transportation arrangements, so that a student will not be excluded because of the presence of a disability. No student may be barred from participating in such activities unless the school physician, after a medical exam, determines that such student may not participate in an athletic program by reasons of a physical impairment.
4. The district will afford a student so barred an opportunity to discuss and/or contest the findings of the physician and the action taken by the administration. The Board recognizes that students who wish to contest the district's action may be able to initiate a special proceeding under Section 3208-a of the Education Law and/or a federal action pursuant to Title IX.
5. Refer to district handbook "Guidelines for Referral to Special Education" for more complete description of procedures.

Adoption date: December, 1991

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 Individuals with Disabilities Education Act (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 maximum 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 §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 Committee on Special Education (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: May 11, 2010

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

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

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

Ref: Individuals with Disabilities Education Act, 20 USC §§1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

Adoption date: May 11, 2010

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PRE-SCHOOL SPECIAL EDUCATION REGULATION

I. The Committee on Preschool Special Education (CPSE)

The Board shall appoint a Committee on Preschool Special Education (CPSE) composed of:

1. an appropriate professional employed by the school district who shall serve as the chairperson of the committee;
2. a parent or guardian of a child with a disability who resides in the district and is enrolled in preschool or elementary level education; provided the parent is not employed by the district;
3. a professional who participated in the evaluation of the particular child; and
4. an appropriately licensed or certified professional designated by the agency which is charged with the preschool child pursuant to Title I of the Public Law, if any.

The chief executive officer of the county in which the district is located also may appoint an appropriately licensed or certified professional to the committee.

The Board directs the Superintendent of Schools to ensure that all members of the CPSE are appropriately trained for their responsibilities on that committee.

II. Identifying and Evaluating Preschool Children with Disabilities

The District shall conduct a census in accordance with the Education Law to locate and identify all children with disabilities who reside in the district and establish a register of such children who are eligible to attend a Preschool program in accordance with Section 4410 of the Education Law. Such register shall be maintained and revised annually by the CPSE. Such census data shall be compiled and maintained in accordance with Section 200.2(a) of the Regulations of the Commissioner.

Upon the receipt of written notification that a preschool child is suspected of having a disability, the chairperson of the CPSE shall notify the child's parent(s) or guardian(s) that a referral has been made and request consent for the child's evaluation. Such notification must include, among other things, the following information: the right to consent or withhold consent to an initial evaluation or placement; the right to a hearing; procedures for appeal; the acknowledgement that if consent is refused, there will be no evaluation and the pupil shall remain in his/her current placement, or receive admittance to the requested school pending the outcome of a hearing; the availability of free low-cost legal aid and reimbursement of reasonable attorney's fees if the parent(s) or guardian(s) win their hearing. The notification shall be in the dominant language or dominant mode of communication of the parent(s).

The parent(s) or guardian(s) shall be provided with a list of approved evaluators within the county and adjoining counties. This evaluation shall include a physical examination, an individual psychological examination, a social history and other suitable examinations and evaluations as may be necessary to ascertain the physical, mental and emotional factors which contribute to the suspected disability. Upon the receipt of the parent's(s)' or guardian's(s)' consent

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to the evaluation, the evaluation will be arranged and conducted. The approved evaluator shall provide a report of the results of the evaluation, which shall include a detailed statement of the child's individualized educational needs, and if the child is determined to have a disability, a recommendation as to the frequency and duration of services and the manner in which the child can be provided with instruction in the least restrictive environment.

The evaluator shall submit his or her recommendations to each member of the CPSE and to a person designated by the municipality in which the preschool child resides. Upon request of the parent, the evaluator will provide the parent(s) or guardian(s) with a copy of the statement and recommendation of the evaluator. If the parent(s) or guardian(s) disagrees with the evaluation, he or she may obtain an independent evaluation at public expense.

III. Determining the Appropriate Preschool Program

The CPSE shall consider the evaluation and its recommendation to the Board. Prior to the committee meeting, the CPSE shall provide the parent with a copy of the summary portion of the evaluation, including the recommendations of the evaluator. Upon the parent's(s') or guardian's(s') request, the CPSE shall provide copies of all written documentation to be considered by the committee in the development of the preschool child's Phase I IEP.

The committee must review all relevant information before making its decision. The decision must indicate the rationale behind its determination.

Should the CPSE find that a child has a disability, it shall use the recommendation of the evaluator to develop a Phase I individualized educational program (IEP) for the preschool child with the participation of the child's teacher. The CPSE shall recommend appropriate services and programs based on the needs of the child as identified in the Phase I IEP. Such programs and services shall be selected from the list of approved preschool programs within the county and adjoining counties or the municipality's list of itinerant service providers. The CPSE shall notify the parent(s) or guardian(s) of the child and the Board in writing of its recommendation.

The Board shall select the appropriate services and/or program after consideration of the recommendation of the CPSE and any expressed preference of the parent(s) or guardian(s). The reason for its determinations shall be set forth in writing and furnished to the preschool child's parent(s) or guardian(s) and the municipality in which the preschool child resides. Should the Board's determination differ from the recommendation of the CPSE or the parent, an explanation for not following either recommendation must be included in writing. The appropriate municipality, the program selected to provide services, the parent, and Commissioner of Education shall be given written notice of the Board determination.

Services of a program shall commence with the July, September or January starting date of the approved program. Should the recommendation of the CPSE be given thirty days prior to, or after, such starting date for the program selected for the child, services shall be provided no later than 30 days after the recommendation of the CPSE. Within 30 days of the child's entry into the approved program, the Phase II IEP's goals and objectives shall be developed in a meeting of the child's teacher and parent(s) or guardian(s). A representative of the district may attend such meeting. The CPSE shall review at least annually the status of each preschool child with a disability.

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IV. Due Process Provisions

Should the parent(s) or guardian(s) of a preschool child disagree with the determination of the Board or if the CPSE or the Board fails to make or effectuate such a recommendation within the time periods set by the Commissioner, a request for an impartial hearing may be made pursuant to Section 4404 of the Education Law.

Until July 1, 1991, during the pendency of an appeal, unless the parent(s) or guardian(s) and Board otherwise agree, the child will remain in the current educational placement at the time the Board made the decision which is the subject of the appeal. If the child has not been previously served, he or she may enter the Board recommended placement if the parent(s) or guardian(s) consents. A preschool child who received services from an agency after having been placed by a family court during the previous year may continue to receive services at the agency if it has been approved to provide preschool special education services appropriate for the child.

[For those districts receiving state aid for preschool children with disability:]

V. District Plans for Preschool Special Education Program

The District shall maintain a two-year plan for the provision of services and programs offered to preschool children with disabilities. The plan shall include:

1. a description of the nature and scope of the programs and services currently available to preschool children residing in the district;
2. identification of the number and age span of preschool children to be served by type of disability and recommended setting;
3. a description of the policies and practices of the Board to ensure the allocation of appropriate space within the district for special education programs that meet the needs of preschool students with disabilities. Although each district will not have to ensure the allocation of such space, the space needs of these children must be considered in the plan;
4. a description of the policies and practices that ensure that appropriate space will be available to meet the needs of preschool children with disabilities who attend special education programs provided by Boards of Cooperative Educational Services; and
5. the program's estimated budget.

Such plan, with personally identifiable information deleted, shall be filed and made available for public inspection and review by the Commissioner of Education.

Adoption date: December, 1991

**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.

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

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

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

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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, 20 USC §§1400 et seq.
Education Law §§3602(10)
8 NYCRR §§155.1(a); 200.2(c)2(iv),(v); 200.2(g)

Adoption date: December, 1991

Revised: May 11, 2010
September 3, 2014

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INDEPENDENT EDUCATIONAL EVALUATIONS

The Board of Education recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE). A parent or guardian of such student is entitled to only one (1) independent educational evaluation at public expense each time that the CSE/CPSE conducts an evaluation with which the parent or guardian disagrees.

The independent examination shall be conducted by a qualified examiner who is not employed by the School District responsible for the child's education. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained and the District criteria applicable for independent educational evaluations. If a parent or guardian requests an independent educational evaluation at public expense, the District may ask the reason why there is an objection to the District's 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 or that the evaluation obtained by the parent did not meet District criteria, 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 and Services for Students with Disabilities under the IDEA and New York's Educational Law Article 89

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

Adoption date: May 11, 2010

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PROVISION OF SCHOOL AGE SPECIAL EDUCATION SERVICES

The District recognizes its responsibility to provide special education services to a child under the age of seven with a disability, who is eligible for school-age services, not subject to compulsory attendance requirements and not on a regular school attendance register for school-age children. These are children with disabilities who are no longer eligible for preschool special education services, are not parentally placed in a nonpublic elementary school and are not being home schooled pursuant to section 100.10 of the Commissioner's Regulations.

If a parent of a child who resides in the District and meets the above criteria elects not to enroll his/her child with a disability in the public school until the child is of compulsory school age, the District's Committee on Special Education is responsible to develop an Individualized Education Program and offer special education services to the child. Unless otherwise designated by the Committee on Special Education, special education services offered pursuant to this policy shall be provided at the location of the private preschool.

Adoption Date: June 23, 2009

Reviewed by Policy Committee: March 18, 2010

**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. All staff responsible for the implementation of the student's IEP, IESP or SP shall be notified and trained on how to access individual education programs electronically. 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.

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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 communicate with 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.

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)(6) and (11); 200.4(e)(3); 200.16(h)(13)
New York State Education Department, Vocational and Educational Services for
Individuals with Disabilities (VESID), SED Guidance Document, Providing copies of the
IEPs for Students with Disabilities, 5/13/03,
vesid.nysed.gov/specialed/publications/policy/chap408final.htm

Adoption date: January 24, 2012
Revised August 27, 2013

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AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

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

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

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 Committee on Special Education (CSE), CSE subcommittee, Committee on Preschool Special Education (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.

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Cross-ref: 6700, Purchasing

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §1474(e)(3)(B)
Education Law §1709(4-a)
8 NYCRR §200.2(b)(10)

Adoption date: May 25, 2010

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 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 District wide tests, the CSE must indicate the reasons for doing so on the IEP, IESP or SP. The 504 Team will include the appropriate test accommodations as part the 504 Plan.

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

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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 Team 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 504 Team members.

Universal Design Principles in Districtwide Assessments

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

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

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

Cross-ref: 4321, Programs and Services for Students with Disabilities under IDEA and New York's Educational Law Article 89
4321.51, Confidentiality and Access to Individualized Education Programs, Individualized Education Services Programs and Service Plans
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: May 25, 2010

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 to students suspected of having a disability, 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 Suffolk County promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall also include the names of those other certified IHOs whose names appear on the State list and who have indicated to the District their interest in serving as an IHO in the District.

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

The District Clerk or other person so designated, under the direction of the Board President, shall initiate the selection process by contacting the impartial hearing officer whose name first appears after the impartial hearing officer who last served. The District Clerk or designee shall canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted. Pursuant to the Regulations of the Commissioner of Education, if an impartial hearing is currently pending for the same student when a new hearing request is received, the district will appoint the same IHO, if available, who will determine whether or not to consolidate the hearings. Additionally, if the new hearing request concerns an issue which had been previously withdrawn in the 12 months prior, the district shall appoint the same IHO, if available.

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

1. Make a determination on the sufficiency of the due process complaint that will be heard at the hearing within five days of receiving such a request; and,
2. Initiate the hearing or prehearing conference 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

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- 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 she 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 New York State Director of the Division of the Budget. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel (up to 200 miles per day), and will not reimburse for air fare expenses, meal expenses and lodging expenses under any circumstances. In addition, 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.

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

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

Ref: 8 NYCRR §§200.2; 200.5; 200.21

Adoption date: May 25, 2010

Revised: September 3, 2014

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:

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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 and Services for Students with Disabilities under the IDEA and New York's Educational Law Article 89

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

Adoption date: May 25, 2010

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PROGRAMS AND SERVICES FOR PARENTALLY-PLACED NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES UNDER THE IDEA AND NEW YORK'S EDUCATION LAW ARTICLE 89

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

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

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

Consistent with applicable law and regulations, this policy does not apply to resident students with disabilities enrolled by their parents in a nonpublic school located within the District's boundaries because of a dispute over the provision of a free appropriate public education. Neither does it apply to charter school students, nor to students placed in or referred to private schools by public agencies such as School District placements in approved private schools, Special Act school districts, and State-supported or State-operated schools.

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

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

The District's activities for locating and identifying parentally-placed nonpublic school students with disabilities will be comparable to those undertaken for students attending the District's public schools, and will be completed in a comparable time period, as well. However, District staff will consult with nonpublic school representatives and representatives of parents of parentally-placed students with disabilities regarding these activities, in order to ensure the equitable participation and an accurate count of such students.

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

CSE Responsibilities:

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

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

Provision of Services:

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

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

The District will provide special education programs and services to parentally-placed nonpublic school students with disabilities with an SP to the extent required by the IDEA and its implementing regulations, and in consultation with nonpublic school officials and representatives of parents of parentally-placed nonpublic school students with disabilities. In this regard, the District will expend a proportionate amount of the Federal funds it receives under the IDEA to provide such services.

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

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Consultation:

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

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

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

Data Collection and Reporting:

The Superintendent will establish a process for maintaining records and report to the Commissioner of Education on the number of parentally-placed nonpublic school students who are evaluated, and determined to have a disability, and receive special education services from the District.

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

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §612(a)(10)(A);
34 CFR ***
Education Law §§3602-c
8 NYCRR §2002.2 (a)(7)

Adoption date: June 8, 2010

**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: June 8, 2010

PRESCHOOL SPECIAL EDUCATION

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

1. locating, identifying, evaluating, referring and placing all preschool children (generally ages three and four) with disabilities. The register of children eligible to attend a preschool program is to be maintained and revised annually by the Committee on Preschool Special Education (CPSE);
2. ensuring that the parent(s)/guardian(s) of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. developing an individualized education program (IEP) for each preschool age child with a disability;
4. appointing appropriately qualified personnel to the CPSE, and ensuring that preschool education providers with whom the District contracts have appropriately trained and qualified personnel.
5. ensuring that each preschool student with a disability residing in the District be provided with timely evaluation and placement.
6. 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;
7. 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
8. 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.

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In the event that a parent/guardian files a due process complaint, a meeting shall 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.

Parents/guardians shall be offered mediation in accordance with law to resolve disputes involving any matter for which an impartial due process hearing may be brought, including matters arising prior to the filing of a due process complaint notice. The parents/guardians and the District may agree, in writing, to waive the resolution process or agree to use the mediation process.

In the event that the parents/guardians elect not to use the mediation process, the District will provide the parents/guardians with the opportunity to meet with a disinterested party who is from a community dispute resolution center who will explain the benefits of the mediation process and encourage parents to use the process. The mediation process shall not be used to deny or delay any rights of the parents/guardians and the District shall provide them with notice of those rights.

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 and Services for Students with Disabilities under the IDEA and New York's Educational Law Article 89
4321.3 Allocation of Space for Special Education Programs
4321.4 Independent Educational Evaluations
4321.51 Confidentiality and Access to Individualized Education Programs, Individualized Education Service Programs and Service Plans
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: December, 1991

Revised: June 8, 2010

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 and Services for Students with Disabilities under the IDEA and New York’s Educational Law Article 89
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: May 26, 2009

Revised: June 8, 2010

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PROGRAMS FOR THE GIFTED AND TALENTED

The Board of Education encourages the growth of District programs for the gifted to provide a flexible program to promote individual academic growth. The Superintendent shall be responsible for providing innovative leadership required for such a program.

Ref: Education Law §§3602(23); 4451; 4453
8 NYCRR Part 142; §§117.3(c)(3),(f)

Adoption date: August 24, 2010

ACADEMIC INTERVENTION SERVICES
& RESPONSE TO INTERVENTION

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.

The Board of Education recognizes a relationship between Academic Intervention Services and Response to Intervention. The District's Response to Intervention program includes appropriate instruction, universal screenings, targeted intervention, assessments, application of information to make education decisions, and written notification to parents. The District's Response to Intervention program meets the requirements for English language arts (ELA) and math in Kindergarten through Grade Eight and will be used in lieu of AIS (8 NYCRR 100.2 (ee) (7)).

Eligibility for academic intervention services will be determined based on a student performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 ELA or mathematics state assessment. Upon identification of a student for consideration for AIS, the District will use district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. The procedure is based on multiple measures of student performance and is delineated in the District's Response to Intervention and Academic Intervention Services Plan. 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

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.

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

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

Description and Review of Academic Intervention Services

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

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

Beginning September 1, 2016, the Superintendent shall, annually, 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: January 24, 2012

Revised August 24, 2016

ENGLISH LANGUAGE LEARNER INSTRUCTION

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

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

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

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

Ref: Education Law §3204(2) and (2a)
Bilingual Education Act of 1974, §§701 et seq., 20 U.S.C. §§880b et seq.
Equal Educational Opportunities Act of 1974, §§201 et seq., 20 U.S.C. §§1701 et seq.
8 NYCRR §§80.9; 80.10
8 NYCRR §§117.1, 117.2, 117.3
8 NYCRR §120.4 (No Child Left Behind Act)
8 NYCRR 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 (1974)

Adoption date: December, 1991

Revised: July 6, 2010

April 22, 2015

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ENGLISH LANGUAGE LEARNER INSTRUCTION

In attempting to ensure that students who are English Language Learners (ELLs) receive appropriate schooling in English and curriculum areas, the school district shall:

1. in accordance with Part 117 of the Commissioner's Regulations, diagnostically screen every new entrant to the schools to determine whether they are possibly ELLs* in accordance with subdivision 2-a of section 3204 of the Education Law. It will also be determined through such screening whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an informal interview in English;
2. ensure that students diagnostically determined to be ELLs are annually evaluated. Such evaluation will include evaluation of each student's performance in content areas to measure the student's progress;
3. ensure that all ELLs have access to appropriate instructional and support services, including guidance programs;
4. ensure that all ELLs have equal opportunities to participate in all school programs and extracurricular activities as non-LEP students;
5. provide all students classified as ELLs with the opportunity to satisfy state-mandated competency test requirements in their native language, when such native language test versions are available from the State Education Department and when students meet the eligibility requirements for such native language testing;
6. annually provide the Commissioner with the following documents, in the form and by the dates prescribed by the Commissioner:
 - a. a copy of the Board of Education's policy;
 - b. a report by building of students initially identified and annually evaluated as being an ELL in the preceding school year;
 - c. a report by building of the number of teachers and support personnel providing services to ELL students;
 - d. a description by building of the curricular and extracurricular services provided to ELL students; and
 - e. results of the annual evaluation of ELL students, including test data and any additional data required by the Commissioner.

The District will also distribute to the parents, or other persons in parental relation to ELLs, school-related information in English or when necessary, the language they understand, and refer ELLs who are suspected of having a disability to the Committee on Special Education.

In order to receive state funds for the education of ELL students, the district shall submit to the State Education Department by September 1 of each year a comprehensive plan to meet the educational needs of such students.

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*A student who by reason of foreign birth or ancestry, speaks a language other than English, and scores at or below the fortieth percentile on an English language instrument approved by the Commissioner, is to be classified as “ELL”.

Such plan shall include:

1. the criteria used to place ELLs in appropriate transitional bilingual or free-standing ESL programs;
2. a proposed budget for the operation of the state-aided program;
3. a description of the nature and scope of the bilingual and/or ESL services currently available to ELLs ;
4. an evaluation plan in the format specified by the State Education Department;
5. a description of procedures for the program's management, including: staff selection, parental notification, coordination of funds, training, and program planning;
6. an assurance that all regulations and laws governing programs for ELLs will be followed;
7. a description of the support services provided to ELLs;
8. a description of the transitional services provided to ELLs; and
9. a description of the in-service training plan for all school personnel.

Adoption date: December, 1991

Revised: April 22, 2015

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 successful work while on homebound instruction.

The District makes provisions for homebound instruction upon referral from the Superintendent/Designee following the Regulations established by the Superintendent of Schools for placing a student on homebound instruction.

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

Cross-ref: 5100, Attendance

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

Adoption date: December, 1991

Revised: July 6, 2010
April 22, 2015

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HOMEBOUND INSTRUCTION REGULATION

Homebound instruction may be provided for a student who is expected to be absent due to illness for **twenty (20) school days or more**. This must be verified by a written statement from the student's physician or the psychologist of the appropriate school. The *Application for Homebound Instruction* may be submitted as soon as the student's absence commences, if the physician's statement sets forth the probable duration of absence from school as twenty (20) or more school days. Students diagnosed as having psychological or emotional conditions and who cannot attend school are to be referred by the school psychologist for a case review and referral to the Committee on Special Education (CSE). Homebound instruction can **only** be provided on days when school is in session. Instruction may not begin until approval is received from the Executive Director of Pupil Personnel Services. Instruction at home is to begin as soon as possible.

Homebound instruction must also be provided for students of compulsory attendance age excluded from school due to suspension by the Principal or a Superintendent's disciplinary hearing. Suspended students will be provided with homebound instruction following approval from the Executive Director of Pupil Personnel Services. Homebound instruction for suspended students is provided until the end of that school year in which they turn sixteen (16).

When homebound instruction is approved, the minimum time permitted for students in each grade category is as follows:

- Grades 1 through 6** - **One (1) hour of instruction per day**
- Grades 7 through 12** - **Two (2) hours of instruction per day**

Physical Education will be provided through book gym assignments and must be completed independently.

The District utilizes the services of teachers in our District, substitute teachers, and outside tutoring agencies. In all instances, the *Application for Homebound Instruction* must be completed and approved prior to any homebound instruction taking place. You will receive a copy of the approved application.

Many times District teachers will not accept homebound instruction assignments and we need to look elsewhere. In these instances, we will contact our substitute teachers who are interested in doing homebound instruction or outside homebound instruction agencies. Please use the *Request for Homebound Instructor* form when there is such a need and the office of student services will make the necessary arrangements with a substitute or tutoring agency. The substitute teacher or agency will, in turn, contact you. A completed copy of the *Request for Homebound Instructor* will be sent to you indicating the names of the homebound instructors or agency. To provide continuity of instruction, it is important that assignments, instructional materials, and books are provided in a timely manner to the individual doing the homebound instruction. It is required that **students who are absent more than thirty (30) days be referred to the Committee on Special Education (CSE)**. This referral is to be made by the assigned case manager.

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The purpose of reviewing homebound instruction after thirty (30) school days is to assess if there are conditions which prevent regular school attendance and require special education services or other reasonable accommodations. A request should be made, both orally and in writing, that the student be reevaluated by the physician (see attached sample letters). Your diligence in overseeing this process is most appreciated.

Adopted: October, 2009

Revised: December, 2010

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.1

HOMEBOUND INSTRUCTION EXHIBIT

Date _____

To Parent/Guardian of _____

Homebound instruction has been approved for your child, _____ commencing on _____. An adult **must be home with the student when the homebound teacher(s) is scheduled; if an adult is not at home, home teaching cannot be provided.**

Please be advised that homebound instruction is approved for **thirty (30) days**. If your child's absence extends beyond this time, an updated report from the referring health care professional must be made which includes an anticipated date of return. Children who are recommended for extended homebound instruction will be referred to the Committee on Special Education (CSE) in order to determine the presence of a disability which may warrant special education placement and/or accommodations.

In order for your child to benefit from this period of instruction we make the following suggestions:

1. See that the homebound instruction setting takes place in an atmosphere that is conducive to study.
2. Have your child prepared to start work upon arrival of the homebound instructor.
3. Be certain that the student has all necessary texts and materials.
4. **Do not** have distractions present such as friends visiting, television or stereo on.
5. Make sure that your child has completed all homework assignments in preparation for tests and the next homebound teacher visit.

The teacher who is to instruct your child in each area will contact you and set a mutually agreeable time for instruction. We remind you that elementary students receive one hour per day of instruction; secondary students receive two hours of instruction per day on days when school is in session. Homebound instruction is not customarily provided during holidays, vacations, weekends, or summer months. However, it is at the discretion of the district, in consultation with the tutor and parents as to the arrangements of homebound instruction during vacations, weekends or summer months. Please notify the Office of Pupil Personnel Services at 730-4556 if your child has not been receiving the approved amount of services.

If you have any questions regarding homebound instruction, please contact your child's principal or guidance counselor.

Sincerely,

Laurie DeVore
Executive Director of Pupil Personnel Services

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.2

APPLICATION FOR HOMEBOUND INSTRUCTION

Name of Student _____

School _____

Address _____

Grade _____

Telephone Number _____

Date of Birth _____

Parent/Guardian Name _____
(Print)

(Parent/Guardian Signature)

NOTE: Homebound instruction may be provided for a student who is expected to be out of school more than twenty (20) days. If homebound instruction is provided students in grade one through six may receive one hour of instruction per day, per school week. Students in grades seven through twelve may receive two hours of instruction per day, per school week.

Please be advised that if your child's absence extends beyond thirty (30) school days, we require that you provide us with a follow-up letter from your physician updating us on the expected length of the absence. A Committee on Special Education (CSE) referral will be required for consideration of special services.

TO BE COMPLETED BY THE PHYSICIAN UNLESS PHYSICIAN REPORT ATTACHED

Date of Examination _____

Nature of

Disability _____

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.2

Expected period of time student will be out of school

Physician's recommendations or remarks

Name of Physician _____

(Physician's Signature)

Address _____

Phone _____

Date _____

TO BE COMPLETED BY THE BUILDING PRINCIPAL OR COUNSELOR

Date of student's first absence

Recommended starting date of homebound
instruction _____

*(Homebound Instruction Is Not to Start Prior to Approval by the
Executive Director of Pupil Personnel Services)*

Comments _____

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.2

Teachers

Subject

Date Submitted _____

Signature of Building Principal

APPROVED BY EXECUTIVE DIRECTOR OF PUPIL PERSONNEL SERVICES

Signature

Date

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.4

[SAMPLE FOR BUILDING USE]

Date:

Re:

Dear:

As per our telephone conversation on _____, the District requires that students receiving homebound instruction beyond thirty days be reevaluated by their physician. According to our records, your child has been receiving homebound instruction since _____.

Please have your physician provide a follow-up report and letter updating the expected length of your child's absence. Without this request, homebound instruction will end on _____.

Please do not hesitate to contact me should you have any questions or concerns. Your attention and cooperation in this matter is most appreciated.

Sincerely,

(Name of designated school official)

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4327-E.5

**OFFICE OF PUPIL PERSONNEL SERVICES
STUDENT SERVICES**

TO: BUILDING PRINCIPAL
FROM: EXECUTIVE DIRECTOR OF PUPIL PERSONNEL SERVICES
RE: HOMEBOUND INSTRUCTION FOR STUDENT NAMED BELOW
DATE:

Please note that _____ has been receiving
(Name of Student)
homebound instruction since _____.
(Month/Day/Year)

To date, we have not received an updated report from the referring health care professional requesting an extension of services beyond thirty days. Without this report, homebound instruction will terminate on _____.
(Month/Day/Year)

Please have the designated school staff member contact the parent and request the updated report. A follow-up letter should be sent confirming that the parent has been notified that a report is necessary and that homebound instruction will terminate without it.

Thank you.

ADULT EDUCATION PROGRAMS

The Board of Education recognizes the desire of many adults to continue their education after graduation. A voluntary program of adult education and recreation based on the needs and interests of the residents of the District shall be implemented to meet this desire.

The program shall be entirely self-supporting, and financed by tuition fees from the participants.

Adoption date: December, 1991

Revised: July 6, 2010

CLASS SIZE

Class sizes throughout the District shall be determined in compliance with State law and the regulations of the Commissioner of Education, and subject to any collective bargaining agreement between the Board of Education and the Three Village Teachers Association and to decisions made by the Board of Education pertaining to class size.

Adoption date: December, 1991

Reviewed by Policy Committee: April 22, 2010

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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CLASS SIZE REGULATION

The intent of these guidelines is to provide for the instructional program in the best possible manner while making efficient and effective use of staff in the process.

A. General Secondary Schools Guidelines:

1. Classes of 15 and under may be offered if they fall into one of the categories listed below in Section B.
2. Classes of 32 or more are to be reviewed for possible splitting. Consideration is to be given to the grade, level, and subject area.
3. Classes of 20 and under must be approved by the Superintendent of Schools.

B. Guidelines for Classes of 15 and Under:

Classes of 15 and under may be offered if they fall into the following categories:

1. Skills classes.
2. Volunteer assignment (sixth class taught by teacher).
3. Courses needed for an existing three year sequence.
4. a) Courses being offered for the first time. In order to develop an individual course, classes with enrollment of 15 and under may be offered for one year.
b) New three year sequences. Such sequences may be started with first year enrollments of 15 and under if projections show that subsequent beginning enrollments will support the sequence without needing an exception to the guidelines in the future.
5. If the departmental average is at or near contract.
6. Second semester classes of 15 and under may run when staff is committed and students and staff cannot be redistributed at that time.
7. Other meritorious reasons.

C. Board Approval:

Categories B 4 (a) and B 4 (b) and B 7 must be approved by the Board of Education.

D. Calendar:

1. Class sizes that are to be readjusted because of these guidelines should be acted upon in the spring during the student scheduling process. Normally this should take place prior to May 1st.

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4420-R

- 2. The Superintendent will present a status report to the Board twice each year regarding class size as follows:

Second Board meeting in October	Actual enrollment data for first semester classes.
Second Board meeting in March	Second Semester

Adoption date: December, 1991

Revised: October, 1993

TEXTBOOK SELECTION AND ADOPTION

The Board of Education is committed to the selection of quality curricular materials based on the philosophy that learners will have the opportunity to grow in their ability to find, generate, evaluate and apply information that helps them to function effectively as individuals and to participate fully in society.

It is the policy of the School District to provide a wide range of instructional materials at all levels of difficulty, with diversity of appeal. Materials should present different points of view in a balanced manner and allow for the review of allegedly inappropriate instructional materials through established procedures.

It should be understood that Board endorsement of a statement relating to the right or freedom to read does not infringe on the Board's right to determine the most appropriate materials to be acquired for school use.

The Board of Education recognizes that parents do not have the right to require that certain controversial books or curricular materials not be used or given to their children. The only exceptions are for students who may be excused from that part of the study of health that conflicts with their religious beliefs, and from instruction about AIDS.

Members of the community who object to the use of certain materials in the classroom may challenge the selection by following the process set forth in policy 1420, Complaints About Curricula, Instructional Materials.

To accomplish these objectives, the Board delegates its authority for the selection and designation of all textbooks to be used in the District schools to the professional personnel of the district as part of an ongoing curriculum development process. Final authority over approval of textbooks remains with the Board.

Texts, once approved by the Board, shall not be superseded for a period of five years except by a three-fourths vote (6 vote majority) of the Board, pursuant to §702 of the Education Law. The Superintendent shall establish procedures for the selection and recommendation of textbooks and a method for selecting staff members who shall serve in the selection and recommendation process.

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

1. textbook or material should have been copyrighted within the past five years;
2. qualifications of the author(s) on the subject;
3. adaptability to existing instructional program;
4. accuracy of the information presented;
5. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;
6. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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7. appropriateness to grade level as to reading level, vocabulary, sentence structure, and organization;
8. textbook series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
9. materials should present a reasonable balance of opposing sides of controversial issues so that students may develop the practice of critical thinking and reading;
10. materials should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems;
11. an emphasis on higher order thinking and problem-solving skills and attention to the fundamental processes of discipline;
12. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins; and
13. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content.

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 compositional and contextual concepts which contribute to the reader's critical and appreciative understanding of the work;
2. interrelationships among literary concepts that suggest an orderly structure and a sequence of experience that serve to facilitate learning;
3. levels of pupil maturity and experience necessary for empathic reading of literature;
4. capacity of a work to capture pupil 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 §§702 et seq.; 1711

Adoption date: December, 1991

Revised: August 24, 2010

INFORMATION CENTER RESOURCES
SELECTION AND ADOPTION

The Board of Education requires the establishment and maintenance in each building of an information center 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 books and resources.

The school information specialists will work closely with students, staff and administrative personnel in the selection and evaluation of materials for purchase.

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

1. provide information that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. provide information that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. provide information that will enable students to make intelligent judgments in their daily lives;
4. provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. provide information representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.
7. provide access through electronic resources that meet Board policy 4526, Internet/Network Use.

Initial purchase suggestions for information center resources will be accepted from all personnel. Students should also be encouraged to make suggestions. The professional information center staff shall be responsible for evaluation and recommendation of all information center resources to be included in the information center.

The following are the criteria for the selection and maintenance of school information center resources:

1. The primary purpose of the collection is to provide books and non-book resources which will implement and enrich the curriculum in all areas.
2. The information center collection must meet the varied reading interests and abilities of all students.

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3. The resources provided must encourage and stimulate the development of interests, promote understanding, and foster attitudes which will carry the student into adult life.
4. The resources should be provided which encourage critical judgment and evaluation.
5. The resources selected should assist in developing experiences which will lead the student into the joys and the satisfaction known to those who understand and appreciate books.
6. The resources should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.
7. Where applicable the resources will meet Board Policy 4526, Internet/Network Use.
8. To ensure a vital collection of continued value to the school community, out-dated or no longer useful resources should be weeded from the collection on a systematic basis. These resources should be disposed of or put in storage depending upon condition and possible future use. (6900, Disposal of District Property)

Any criticism of instructional materials that are in the schools that cannot be resolved informally shall be submitted in writing to the Superintendent of Schools. An Instructional Material Review Committee, consisting of an administrator, a librarian, a teacher and a parent of a student enrolled in the district, will be designated by the Superintendent to investigate and judge the challenged material.

The committee shall make recommendations to the Superintendent concerning the disposition of the complaint, and the Superintendent will issue a decision. This decision may be appealed to the Board and the decision of the Board shall be final.

Cross-ref: 1420, Complaints about Curricula or Instructional Materials
6900, Disposal of District Property

Ref: Education Law §§1709(15); 1711(2)(d)
Board of Educ., Island Trees UFSD v. Pico, 457 US 853 (1982)

Adoption date: December, 1991

Revised: June 23, 1998
August 24, 2010

TEACHER AIDES AND ASSISTANTS

The Board of Education recognizes the value of teacher assistants, special education aids, paraprofessionals and monitors in the education of the district's children. These individuals perform various tasks so as to allow the classroom teacher to spend time on his/her professional responsibility. Tutors, paraprofessionals and monitors shall be employed to assume instructional and non-instructional responsibilities under teacher supervision. These individuals work under the direct supervision of either a teacher or an administrator.

Adoption date: December, 1991

Revised: August 24, 2010

COMPUTER, INTERNET/NETWORK USE

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

The computer network can provide a forum for learning various software applications and through online databases and resources, interactive software programs, Web 2.0 tools and electronic mail, and similar programs can significantly enhance educational experiences and provide Statewide, national and global communication opportunities for staff and students.

The Board authorizes student use of personal devices to access the District's computer network under the direction and approval of a teacher (also see Policy 5695) and if the student complies with the district's registration process. Use of any electronic device (district or personally owned) by staff or student, will be done so following the regulations set forth in this policy.

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

The Superintendent of Schools, in conjunction with the Executive Director of Instructional Technology, shall establish regulations 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 those regulations. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges. For District owned devices, such as iPads, all users are expected to protect the District's computer equipment and other electronic devices from damage and theft.

The Executive Director of Instructional Technology will prepare in-service programs for the training and development of District staff in computer skills, all as well as supporting the use and expansion of computer technology for instructional programs.

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 Executive Director of Instructional Technology. The Executive Director of Instructional Technology will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, and if parental permission is needed.

The Superintendent, working in conjunction with the designated purchasing agent for the District, the Executive Director of Instructional Technology and 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

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comprehensive multi-year technology plan which shall be revised as necessary to reflect changing technology and/or District needs.

Adoption date: December 2006

Revised: March 9, 2010
September 14, 2010
September 3, 2014
April 22, 2015

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4526.1

INTERNET SAFETY

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

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

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

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

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

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

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

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

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

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

Cross-ref: 4526, Computer 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 §6777

Adoption date: October 27, 2009

Revised: April 22, 2015

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4526.1-R

INTERNET SAFETY REGULATION

The following rules and regulations implement the Internet Safety Policy adopted by the Board of Education to make safe for children the use of district computers for access to the Internet and World Wide Web. For purposes of this regulation, the computer network coordinator refers to the Executive Director of Instructional Technology.

I. Definitions

In accordance with the Children's Internet Protection Act,

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

II. Blocking and Filtering Measures

- The Superintendent or his or her designee shall secure information about, and ensure the purchase or provision of, a technology protection measure that blocks access from all district computers to visual depictions on the Internet and World Wide Web that are obscene, child pornography or harmful to minors.
- The district's computer network coordinator shall be responsible for ensuring the installation and proper use of any Internet blocking and filtering technology protection measure obtained by the district.
- The computer network coordinator or his or her designee may disable or relax the district's Internet blocking and filtering technology measure only for adult staff members conducting research related to the discharge of their official responsibilities.
- The computer network coordinator shall monitor the online activities of adult staff members for whom the blocking and filtering technology measure has been disabled or relaxed to ensure there is not access to visual depictions that are obscene or child pornography.

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III. Monitoring of Online Activities

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

IV. Training

- The district's computer network coordinator shall provide training to staff on the requirements of the Internet Safety Policy and this regulation.
- The training of staff shall highlight the various activities prohibited by the Internet Safety Policy, and the responsibility of staff
- The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.
- Staff and students will be advised to not disclose, use and disseminate personal information about students when accessing the Internet or engaging in authorized forms of direct electronic communications.
- Staff and students will also be informed of the range of possible consequences attendant to a violation of the Internet Safety Policy and this regulation.

V. Reporting of Violations

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

Adoption date: April 22, 2015

FIELD TRIPS

A field trip is defined as an educational activity which takes place off school premises under the supervision of a teacher and which occurs during the regular school year and at least in part during the regular school day. Field trips are designed to stimulate student interest and inquiry and provide opportunities for social growth and development and which are part of the educational program of the school and are considered appropriate extensions of the classroom.

To the extent that they provide an effective means for accomplishing general curriculum objectives, as well as offering opportunities for enrichment the building principal may request a field trip be approved by the Superintendent or his/her designee(s) prior to any field trip being scheduled. Costs to be incurred by the District must be identified and the principal must insure that the funds are available within the appropriate budget. Teacher participation in the field trip program at all levels is appropriate. Students must secure parental written permission prior to each trip.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips.

1. Value of the activity to the particular class or class groups;
2. Relationship of the field trip activity to a particular aspect of classroom instruction;
3. Suitability of the activity and distance traveled in terms of the age level;
4. Mode and availability of transportation;
5. Weather conditions; and
6. Cost.

To qualify as part of the District's educational program the field trip must satisfy the following criteria:

1. The field trip must be educationally beneficial; support or enrich the curriculum;
2. The field trip must be open to all qualified students;
3. The school sponsoring a field trip occurring on a school day must provide appropriate instruction for students unable to participate; and
4. Students participating in the trip will be subject to disciplinary action under Educational Law Section 3214 and the Code of Conduct for misbehavior during the trip.

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When the District provides transportation to students on a school-sponsored field trip, 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 written notice authorizing an alternative form of return transportation for the student; or
2. intervening circumstances make such transportation of a student 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 (i) such student's parent or legal guardian has been contacted and informed of the intervening circumstances which make such transportation impractical and (ii) the student has been delivered to his or her legal guardian.

The Superintendent shall develop specific guidelines and appropriate administrative procedures to screen and evaluate field trips, determine responsibilities, and ensure that reasonable measures are taken to maintain safety.

Cross-ref: 5300, Code of Conduct

Ref.: Education Law §1804; §3214

Adoption Date: December, 1991

Revised: February 8, 2005
October 11, 2011

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FIELD TRIP REGULATIONS

Activities regarding the implementation of a field trip may proceed only after plans have been approved. Fund raising activities for field trips may not commence until the appropriate approvals are obtained.

The following procedures and guidelines shall be in effect for all District field trips.

In order to receive prior approval, a field trip plan must be submitted that includes the following information:

The purpose of the trip, destination, dates, time of departure, time of return, sponsoring teacher, name of organization or team, grade level involved, cost and methods of financing, number of students, number of chaperones and travel arrangements.

All Field Trip Requests:

Field trip request forms must be submitted to the building principal for approval. Overnight field trips must also be forwarded to the Superintendent and/or his/her designee for approval three weeks prior to any field trip being scheduled (Exhibits E.1 and E.2).

Field Trip Permission Forms and Parent Notification:

All students participating in field trips shall submit a signed parent permission form prior to the trip. Parents and guardians shall also receive a copy of the District's notification letter (Exhibit E.3) regarding trip security and safety.

Overseas Field Trips:

Overseas field trips will not be permitted.

Overnight Field Trips Within the Contiguous United States:

Overnight field trips within the contiguous United States will be considered on a case-by-case basis. The building principal will arrange for the Superintendent's designee(s) to meet with the designated chaperones to review emergency preparedness and safety plans. A completed field trip checklist (Exhibit E.4) should be reviewed by chaperones prior to meeting with the Superintendent's designee(s). Prior to the trip, the director of transportation or his/her designee shall conduct an inspection of the vehicle in conjunction with the driver (Exhibit E.5).

Field Trips Outside of the Long Island Region:

Field trips outside of the Long Island Region will be permitted. However, should information become available from the State Education Department and/or Homeland Security Office that identifies a heightened level of alert or concern, the District reserves the right to cancel the trip. A completed field trip checklist (Exhibit E.4) must be completed and submitted to the member of the Emergency Management Team, designated by the Superintendent, for review and consultation. School security personnel will accompany all elementary school field trips to New York City.

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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Field Trips on Long Island:

Field trips to locations on Long Island are permitted and, at this time, do not require any special arrangements.

Accountability:

The Building Principal must be provided with a list of participants and travel itinerary at least one week prior to the date of the field trip. This list must be updated and remain accessible on the date of the trip.

Transportation:

Where the District provides transportation to students participating in a school-sponsored field trip, transportation will also be provided back either to the point of departure or to the appropriate school in the District. The student's parent or guardian may submit a written request, with at least two school days notice for an alternative form of return transportation. Should intervening circumstances make such transportation impractical, the request will not be granted. Final decision for approval of the request must be granted by the principal. In cases where circumstances make transportation of a student back to the point of departure or to the appropriate school in the District impractical, a representative of the School District shall remain with the student until the student is delivered into the custody of his/her parent or guardian.

Chaperones:

The number of adults accompanying a field trip must not exceed the number of students participating. The building principal will ensure that appropriate chaperones are assigned for each bus. Student/staff ratio will range from 2:1 to 10:1 for elementary school field trips. Final determination of the elementary student/staff ratio will be made by the building principal. Secondary school field trips will maintain a student/staff ratio of at least 15:1 for day trips and 10:1 for overnight trips. Chaperones shall be provided with a list of all students assigned to them, with emergency contact numbers.

Adoption date: December, 1991

Revised: February 8, 2005

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531-E.1

FIELD TRIP EXHIBIT

FIELD TRIP REQUEST FORM

This form must be submitted three weeks prior to any field trip being scheduled.

School _____ Date Submitted _____
 Teacher(s) _____
 Grade/Subject Area _____ Date of Trip _____
 Destination _____ Address _____
 Telephone _____ Contact Person _____

Educational Objective of the Field Trip:

No. of Students _____ No. of Teachers _____ No. of Chaperones _____

Estimated Total Group

Estimated Costs:

Transportation _____ Admission _____ Other _____ TOTAL _____

Please indicate how this field trip relates to on-going classroom study

Briefly describe the pre-planning activities in which the class will be involved

Briefly indicate what follow-up activities are planned

APPROVALS:

 Chairperson/Director (if appropriate) Date

 Principal's Approval (required) Date

 Superintendent or Superintendent's designee for all Date
 overnight trips (required)

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531-E.2

Class/Group: _____ Phone # @ Destination: _____

Contact Person @ Destination: _____

<u>Transportation Request</u>			
Date of trip:	School:	Destination with address:	
<i>Loading time @ school:</i>		<i>Departure time from destination:</i>	<i>Arrival time back at school:</i>
Number of students: _____	Number of teachers: _____	Number of chaperones: _____	Total in Group: _____
Sponsoring Teacher(s):		Purpose of trip:	
<i>Please CIRCLE one of the following:</i>	<u>SCHOOL BUS</u> # required: _____	COACH BUS <i>(Preliminary call to Transportation Office required to obtain price quotes)</i> # _____ and size _____ required <i>(Example of coach bus sizes: 49, 55 and 57)</i>	<u>BY _____ OTHER MEANS</u> (Please state/attach all pertinent information)
Estimated cost of transportation: \$		Total Estimated cost per pupil: \$	
Fund to be charged (circle one): ALLIED or GENERAL		General Fund code to be charged:	
Department Chair's approval (as needed):			Date approved:
Director's approval (as needed):			Date approved:
Principal's approval:			Date approved:

The original is to be retained in the Principal's Office and placed on file. A copy will be returned to the teacher after approval by Principal.

Note:

1. For the purpose of determining the number of buses needed, use 44 persons per school bus. Please remember that each adult counts as 2 persons.
2. When requesting a coach bus, indicate the size of bus required (see example above).
3. Should a trip need to be cancelled, notify the Principal's Office at least one (1) day in advance.
Failure to notify the Transportation Office may result in a penalty payment of one-half the cost of the trip.
4. In order to secure the date of the trip requested above, this "Transportation Request" must be submitted at a minimum of two (2) weeks prior to the date of the trip.
5. The estimated cost should be determined in accordance with the reference sheet on file in each building.

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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Any transportation issues encountered during the trip should be DOCUMENTED and sent to the Transportation Office upon completion of trip. Be sure to obtain a copy of the trip ticket from the driver.

<i>Transportation Use Only</i>		
Cost per bus:	\$ /__ hrs.	Actual: ____ hrs. ____ min.
OT charges:	\$ __ hrs. OT	Billing from: ____ to: ____
Total		
x # of buses:		
Grand total		
If return by:		



Adoption date: February 8, 2005
 Revised:

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531-E.3

FIELD TRIP PERMISSION FORM

Student Name: _____	Student Telephone # _____
Destination: _____	Date of Trip: _____
Sponsoring Teacher: _____	Total Student Expense: \$ _____
Place of Departure: _____	Departure Time: _____
Place of Return: _____	Arrival Time: _____

MEDICAL RELEASE (print neatly please)

I, _____ give to _____
(Parent/Guardian) (Trip Advisors/Ward Melville High School Faculty Member(s))

and/or their designee, the right to act in *loco parentis*, including seeking and obtaining medical treatment(s),

special treatment or hospitalization for my daughter/s _____, in the event of needed medical care during the _____ field trip, _____
(name of field trip/event) (dates of field trip/event)

Of course, every reasonable effort will be made to contact and consult the student's parent/guardian before obtaining medical treatment.

PLEASE NOTE THAT IF THIS IS FOR AN OVERNIGHT FIELD TRIP YOU MUST SIGN THIS FORM IN THE PHYSICAL PRESENCE OF A NOTARY PUBLIC.

Parent/Guardian Signature: _____	Date: _____
Health Insurance Carrier: _____	Policy & Group #s: _____

Sworn to before me this _____ day of _____, 200 .

(Notary Seal/Signature)

continued... next page

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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CONTACT INFORMATION (print neatly please)

Parent/Guardian Name

Student Name:

Last,

First

Last,

First

Contact Phone Numbers: (please include area codes)

Daytime

Evening

Cell

Alternate Contact Information

Last,

First

Relationship to Parent/Child: _____

Contact Phone Numbers:

Daytime

Evening

Cell

ALLERGIES, MEDICATIONS, ALLERGIC REACTIONS

If there are known ALLERGIES your child suffers from, required DAILY MEDICATIONS, OR ALLERGIC REACTIONS to any medication, please list them below. If your child has a recurring MEDICAL PROBLEM that we should be aware of, please list this as well.

OTHER: *(anything else we should be aware of or know about)*

STUDENT CONDUCT:

I understand that my behavior reflects on (School Name) and myself. A good reputation for me and (School Name) will continue to help our graduates get into better colleges and better jobs. I will maintain the high standards and expectations of good behavior on this trip. I will observe nightly curfew requirements; take care of personal, public, hotel, and school belongings and property, and realize that I am responsible for any loss; show respect for fellow students, teachers and other personnel; honor all reasonable requests on the part of the advisors/teachers/chaperones; travel in groups during free-time activities and whenever possible; remain together as a group with chaperones when traveling off campus/site; and adhere to the TVCSD Code of Conduct at all times. Further, I understand that any use of drugs or alcohol or possession of drugs or drug paraphernalia or alcohol, during any part of this trip, may result in an out-of-school suspension and a ban on participating in any sport, club activity, or field trip. (Including the graduation exercise and the prom of Ward Melville High School. In addition, the police will be notified.)

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Adoption Date: February 8, 2005

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531-E.4

FIELD TRIP EXHIBIT FIELD TRIP CHECK LIST

School: _____

Name of Trip: _____

Trip Supervisor: _____
(Must be district employee)

(Signature)

Destination: _____

Building Principal: _____

Date(s) of Trip: _____

(Signature)

Guidelines: (Outside of the Long Island Region)

Student/Staff Ratio

Ratio – 1:5 – for elementary (unless otherwise approved by principal)

Ratio – 1:15 – for a day trip – plus one bus supervisor

Ratio – 1:10 – for an overnight trip – plus one bus supervisor

List of students and staff who are attending trip with Emergency Contact Numbers
(A copy of this list must be provided to Building Administration)

Member of Building Emergency Team, and/or Personnel trained in First Aid/CPR

First Aid Kit

Cell Phone – *one per bus*

Emergency Contact Numbers

One (1) liter of water (bottled) – per individual

2 snack bars per individual – (i.e., Power Bars; Granola Bars; Breakfast Bars)

Emergency Contact Cards – District Numbers

Medication information sheet on students – copy of prescription

Security Personnel (For Elementary Field Trips to New York City)

Recommend separate vehicle to follow buses for overnight trips

Emergency Management Contact Card

A copy of this checklist must be sent to Mike Owen at Ward Melville High School prior to the departure date. The original should be kept at the building.

The District Management Team will review all field trip contingency checklists.

Revised: February 8, 2005

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531- E.5

FIELD TRIP EXHIBIT

CHARTER VEHICLE INSPECTION CHECKLIST

INSTRUCTIONS: The Director of Transportation or her designee shall conduct an inspection of the vehicle in conjunction with the driver. During the inspection of the vehicle, all items shall be checked off as an indication that the items are in compliance with DOT regulations and in good working order.

THE TRIP SUPERVISOR SHALL MAKE CERTAIN THAT THE BUS DRIVER EXPLAINS EMERGENCY PROCEDURES AND SAFETY REGULATIONS TO ALL SCHOOL STAFF AND STUDENTS ON THE BUS PRIOR TO DEPARTURE.

1. — Check vehicle # and expiration date on Department of Transportation inspection sticker. Sticker No. () Expiration Date ()
2. — Check vehicle registration sticker.
 - i. Expiration Date (—)
3. — Copy of driver's pre-trip inspection is available.
4. — Ask to see driver's license.
5. — Check tires and treads.
6. — Check wheel hubs for grease leaks.
7. — Check all mirrors for visibility/cleanliness.
8. — Look for any fluid leaks under vehicle.
9. — Check fuel tank cover.
10. — Check all lights.
11. — Check that vehicle's license plates match.
12. — Check emergency doors and windows.
13. — Check first aid kit, fire extinguisher and reflectors.
14. — Check driver's seat belt.
15. — Test horn and windshield wipers and windows for cracks.
16. — Test emergency brakes and foot brake; making sure they are firm.
17. — Check two-way communication capability.
18. — Check that route directions (map) of trip are available.
19. — Ensure that driver's log book is available.

NAME OF DRIVER _____

BUS CONTRACTOR: _____

DESTINATION: _____

DATE OF TRIP: _____

SCHOOL: _____

TYPE OF TRIP _____

COACH _____

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4531- E.5

OF PASSENGERS: _____

BUS #: _____ DEPARTURE TIME: _____

RETURN TIME: _____

OF STUDENTS: _____ # OF CHAPERONES: _____

PERSON IN CHARGE: _____

_____ PASSENGER ATTENDANCE ROSTER COMPLETE AND COPY HANDED INTO
OFFICE (if applicable)

TRIP SUPERVISOR HAS DETERMINED THE TRIP'S DEPARTURE TO BE SATISFACTORY AND
COMPLETE.

SIGNATURE: _____ DATE: _____

Adopted: February 8, 2005

SCHOOL VOLUNTEERS

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

Volunteers may be involved in many facets of school activities. Volunteers shall not be used to provide transportation for school-sponsored activities.

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

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

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

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 will immediately refer the volunteer to a building administrator if they violate District policies, regulations or school rules, and will be asked to leave school grounds.

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

Cross-ref: 5300, Code of Conduct

Adoption date: December, 1991

Revised: September 27, 2011

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4532-E

VOLUNTEER APPLICATION FORM

SCHOOL: _____

This application will be placed on file in the school. It should be complete and accurate.

Full Name: _____	Date: _____
Current Address: _____	Telephone: _____
Number: _____	Social Security _____

Type of Volunteer Work Desired: _____
Are there any issues that may affect your performance? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, please explain: _____
Have you ever been convicted of a criminal action? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, please provide details: _____
Are any criminal charges pending against you? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, please provide details: _____

EDUCATION AND TRAINING

Name and Location of School/Institution	Semester Hours	Degree or Diploma	Dates Attended
<i>High School</i>			
<i>College</i>			
<i>Graduate</i>			

REFERENCES: (For new volunteers only)

Give at least two (2) **non-family** references that have knowledge of your dependability and ability to perform the volunteer work for which you have applied. One of these references must be a Three Village Central School District employee.

Name of Reference	Address	Telephone

Applicant's Signature _____

Date _____

FOR OFFICE USE ONLY	
References Checked by: _____	Title: _____
Date Started: _____	
Time and Days Volunteering: _____	
Interviewed by: _____	Title: _____
Volunteering in Program: _____ (Library, Spec. Ed., etc.)	

GUIDANCE PROGRAMS

The Board of Education believes that guidance programs are an integral part of the total instructional program. The objectives of the guidance program are to assist all students to mature in self-understanding, decision-making ability, development of values and attainment of the attitudes and skills for productive citizenship in our society. Thus, a guidance program is incorporated into the curriculum to aid students in making informed and responsible decisions in all aspects of their lives and to provide students with a positive approach to problem-solving.

The guidance process assists in the individual development of an understanding of one's behavior and self-worth. The thrust of our guidance and counseling program is to encourage attainable goals, to assist in the design of positive strategies to accomplish these goals and to encourage increased self direction. Together with parents, the school community and society, counselors assist our young people in accepting responsibility which will enable them to assume contributory roles in our ever changing society.

With emphasis on self-direction and decision-making skills, the guidance process serves to assist each individual in gaining a more realistic understanding of oneself, clarifying personal alternatives, and making viable educational and vocational choices.

Ref: 8 NYCRR §100.2(j)

Adoption date: December, 1991

Reviewed by Policy Committee: May 20, 2010

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4600-E

GUIDANCE PROGRAMS EXHIBIT

PROGRAM OBJECTIVES

GUIDANCE SERVICES

THREE VILLAGE CENTRAL SCHOOL DISTRICT **GUIDANCE PLAN**

1. The school counselor will assist each student in achieving at a level commensurate with his/her abilities.
2. The school counselor, with the help of the teacher(s) and parent(s), will assist each student in understanding the achievements and behaviors expected of him/her.
3. The school counselor will assist the student in achieving effective interpersonal behavior.
4. The school counselor, with the help of the teacher(s) and parent(s), will assist each student in understanding the scope of his/her capabilities.
5. The school counselor will assist each student in achieving an optimum level of educational performance.
6. The school counselor will assist each student in acquiring a positive attitude towards school.
7. The school counselor will assist each student in effecting a smooth transition from one educational level to another.
8. The school counselor will assist each student in learning effective problem-solving skills
9. The school counselor will assist each student in developing appropriate levels of aspirations.
10. The school counselor will assist each student in being aware of the career, educational, and social experiences available to him/her.
11. The school counselor will assist each student in learning that the pattern of personal characteristics is not a constant, but changeable through different life experiences.
12. The school counselor will assist each student in becoming more fully aware of the guidance services.
13. The school counselor will assist school personnel in their relationships with parents and the community.

Adoption date: December, 1991

GRADING SYSTEMS

Grading of student performance over specified periods of time 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 system established by the Regulations implementing this Policy.

Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities. Parents shall be provided a report card at least four (4) times a year for secondary and three (3) times a year for elementary regarding their child's progress. The use of marks and symbols will be appropriately explained.

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

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

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

Cross-ref: 4741, Class Rankings
5100, Attendance

Ref: Education Law §§3202; 3205 et seq.
Matter of Nathaniel D., 32 EDR 67 (1992)
Matter of Hegarty, 31 EDR 232 (1992)

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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: December, 1991

Revised: February 24, 1998
August 24, 2010

PARENT CONFERENCES

Teachers have a responsibility to meet with parent(s)/guardian(s) to discuss student problems and progress. When a parent/guardian requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Parent conferences will take place at least once a year on the elementary level.

District schools which receive federal Title I funding shall develop a parental involvement policy which will include a school-parent compact. The compact will provide for reasonable access to staff and parent-teacher conferences in elementary schools, at least annually.

In addition, district schools which use Title I funds on a schoolwide basis shall provide parent-teacher conferences for students who have not met state academic standards. At such conferences, the parent(s)/guardians(s) and teacher shall discuss:

1. what the school will do to help the student meet the standards;
2. what the parent(s) can do to help the student improve his/her performance; and
3. additional assistance which may be available to the student at the school or elsewhere in the community.

Cross-ref: 6231, Title I/PCEN Programs and Services

Ref: 20 USC □ 6314(b)(1)(H)(iii), 6319(d)(2)(A) (Title I requirements)
Peekskill City SD, 16 PERB □ 4586 (1983) (number of conferences nonmandatory)
Bellmore UFSD, 14 PERB □ 3001 (1980) (conferences nonmandatory
if no additional hours)
Jamestown Teachers Association, 6 PERB □ 3075 (1973)
conferences mandatory)

Adoption date: December, 1991

Revision date: October 27, 1999

Reviewed by Policy Committee: May 20, 2010

HOMework

The Board of Education recognizes and encourages homework as a valuable and appropriate extension of activities begun in school. Homework provides excellent opportunities for developing good study habits, for providing for individual differences and abilities, and for developing initiative on the part of the student.

Planning homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

The Superintendent of Schools shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
4. The number, frequency, and degree of difficulty of homework assignments should be based upon the abilities, activities, age, and needs of the student. However, the homework grade is dependent on performance by the student, and may not be used for disciplinary purposes.
5. Homework assignments should be coordinated as much as possible to avoid student overload, particularly at holiday or test times. Assignments should not be given in such a manner that they can only be done over a holiday period.
6. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.

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

Adoption date: December, 1991

Revised: September 28, 2010

HOMEWORK REGULATION

Regulations governing homework are necessarily flexible; however, certain guidelines must be observed if homework is to contribute to the development of independent learners.

A. General

Homework is one of the many learning activities in which students engage. Its purposes should be to:

1. Extend learning and/or provide practice in applying concepts initially presented in the classroom.
2. Provide opportunities for independent work.
3. Strengthen concept and skill development.
4. Provide opportunities for enrichment.

B. Planning and Assigning Homework

Homework should be planned and discussed with students to:

1. Help them to see how homework is related to classwork.
2. Develop assignments which have meaning.
3. Make sure that the assignments, procedures for accomplishing them, and the due dates are clear.
4. Ensure that the homework is challenging.
5. Develop and understanding of the way in which homework will be evaluated and the weight this evaluation will carry in the total assessment of student learning.
6. Ensure that the amount of homework is appropriate to students' needs and abilities and that the total homework load from all the students' teachers is a reasonable one.

C. Communications with Parents

Homework is an important way in which parents can monitor the student's learning activities. Therefore, it is important for teachers to ensure that:

1. Students have a clear understanding of the assignment and its purpose.
3. Homework complements classroom learning.

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3. Evaluative comments on completed assignments are helpful to the student in further learning activities.
- D. Homework assignments should be varied. They can be written, for study, project or other activity-type assignment, or a combination of activities.

E. Homework Guides for Teachers

1. Homework assignments should be purposeful, within the capabilities of the students, explicit and challenging. If the assignments require reference to resource materials, the teacher should ascertain that the materials are readily available.
2. The type of homework and the amount of time necessary to complete a homework assignment will vary from kindergarten to twelfth grade.
3. The staff in each building, under the direction of the Building Principal, is to develop common average time guides for the amount of homework to be assigned pupils at various grade levels. The time should be common to a grade or grade cluster on a district-wide basis.

Suggested time for completion of homework assignments are:

<u>Grades</u>	<u>Total Average minutes per night</u>
K - 3	20 - 30
4 - 6	30 - 60
7- 12	60 - 90

4. Time guides as developed should not preclude long-range assignments which teach students to budget their time over a period of several days, a week or longer duration. These long-range assignments of work are highly desirable.
 5. Consideration should be given students who may not have adequate time for homework preparation due to religious observance or illness.
- F. Evaluation

All homework is to be evaluated and/or recognized by teacher. This may be accomplished in a variety of ways:

1. direct teacher evaluation (grading, comments, etc.);
2. evaluation through testing;
3. peer evaluation, review, comments, discussion;
4. evaluation through project, presentation, demonstration or other such manifestation;

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5. class discussion; and/or
6. other methods or procedures as may be devised by the teacher.

Homework grades may not be used for disciplinary purposes or have the effect of only lowering a student's grade.

Adoption date: December, 1991

CLASS RANKINGS

Reporting of rank-in-class on official transcripts will be eliminated beginning with the graduating class of 2005.

An appropriate system of grade weighting to reflect the differences in difficulty within and among courses at the secondary level shall be implemented. Ward Melville High School will continue to calculate grade point averages to the hundredths place and to make class rank designations internally. Class rank itself will not appear on the official high school transcript.

Class rank information will be available for legitimate purposes, including, but not limited to, student awards, scholarship information, and specific college admission applications. Honor graduates shall continue to be determined by grade point average.

The Superintendent of Schools/Designee shall oversee the periodic review of grading assessment and related policies to occur.

Cross-ref: 4710, Grading Systems

Adoption date: December, 1991

Revised: February 24, 2004
September 28, 2010

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4741-R

CLASS RANKING REGULATION

The following regulations are to be utilized in the implementation and administration of the District's policy 4741:

1. The weighting system will be utilized to determine the student's class rank.
2. This policy applies to all secondary courses that count toward graduation with the exception of physical education, driver education and a passing grade in a Pass/Fail course. (Junior high school health does not count toward graduation.)
3. A class rank will be established each September based on the grades reported the previous June.
4. The class rank for reporting to colleges will be established by the end of the 11th grade and will include all students from other classes who plan to graduate with the next graduating class.
5. Class rank is updated in the middle of the senior year for the purpose of selecting honor graduates and to provide colleges/universities with an accurate rank in class.
6. Class rank is reported to colleges in decile groups except the first decile which is reported as upper half and lower half. Colleges that require exact ranking must request it from the guidance office.
7. All course offerings will clearly identify the level of difficulty of individual courses.
8. Student handbooks and other materials or handbooks describing courses must contain the following notice: "GRADING SYSTEM CONTAINS QUALITY POINTS (QP) FOR CLASS RANK BASED ON THE LEVEL OF DIFFICULTY OF THE COURSE."
9. Quality points for grades will be calculated using the relationship inherent in the following table:

QUALITY POINTS

	A+	A	B+	B	C+	C	D+	D	F
<u>Level 3</u>	<u>12</u>	<u>11</u>	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>0</u>
<u>Level 2</u>	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>0</u>
<u>Level 1</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>

Level of difficulty in instruction program:

Level 3 - Honors Level of Instruction

Level 2 - Regents Level of Instruction

Level 1 - Skills Level of Instruction

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Quality points earned for a course are equal to the factor from the chart above times the credits assigned to the course.

10. Formula for Weighted Grade Point Average (WGPA):

$$(\text{Quality Points} \div \text{No. of Credits}) \times .45 = \text{WGPA}$$

The WGPA is used in determining class rank.

11. The Assistant Superintendent for Instruction will assign the level of difficulty to courses with input from the Building Principal, Department Chairperson and teachers in the department. Regents courses are to be the benchmark for level 2 difficulty designations. There may be more than one course at a grade level with the same difficulty designation.
12. All courses developed in the future are to have a level of difficulty designated at the time of development.
13. When a student changes course levels the weighted grade value is retained, not the grade. For example, if a C is earned in a level 3 course, the grade would be changed to a B in moving to a level 2 course. The weighted grade value is the same for a level 3 "C" and a level 2 "B." In this way, the GPA is not affected by level changes and the change in level of difficulty is offset by the grade change.

Adoption date: June 2003

PROMOTION AND RETENTION OF STUDENTS

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

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

The following guidelines shall govern student progression:

Early Identification/Intervention

Classroom teachers are expected to make every effort, consistent with the district's implementation of response to intervention (RTI), to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the Instructional Support Team (IST), 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.

Junior High 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, and other parties as appropriate.

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

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.

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

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

Ref: Education Law §§ 305(47); 1709; 2503(4); 3202
8 NYCRR §100.4
Isqwith v. Levitt, 285 App. Div. 833; 137 N.Y.S.2d 497 (1955)
Matter of Eckert, 13 EDR 270 (1979)
Op. Counsel, 1 EDR 775 (1952)

Adoption date: December, 1991

Revised: September 8, 2010
July 13, 2016

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PROMOTION AND RETENTION OF STUDENTS REGULATION

1. Retention is to be considered a very serious matter.
2. If retention will be necessary, it should occur as early as possible in the child's school experience. No child will be retained more than once in elementary school.
3. Parents are to be notified in writing of the possible retention as early in the school year as possible. Except in unusual circumstances, the notification date should be made no later than the third quarter progress report date.

Teachers are to consult with Principals regarding possible retentions. Students who are retained are to be provided with support to insure as much success as possible from the retention.

4. The following criteria shall be considered for the retention of any student:
 - a. Chronological age
 - b. Past performance
 - c. Academic aptitude
 - d. Emotional maturity
 - e. Social maturity
 - f. Physical maturity
 - g. Presence of siblings in lower grades
 - h. Prediction for success
 - i. Assessment on the part of the school team, teacher and the parent that the child will benefit from retention.
5. Adjustments in grade placement can be made any time during the school year.
6. Any change to another grade must be preceded by conferences involving the teacher, the parent, Building Principal and/or guidance counselor.
7. At the conclusion of the academic year, all students in grades K through 6 functioning at or above grade level in reading and mathematics are to be promoted to the next higher grade.
8. Students in grades 7 - 9 are to be promoted/retained based on the number of courses passed and other related factors that may have a bearing on the decision.

Students in grades 10 - 12 need appropriate courses and credits in order to be a member in good standing of their respective grade level. Requirements for promotion at the secondary level to grade:

10 is 4 credits;
11 is 8 credits; and
12 is 12 credits

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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9. The Building Principal makes the final decision on retention or promotion.

Adoption date: December, 1991

ACCELERATION

The Board of Education recognizes that the abilities of students of certain ages may differ dramatically. Where a student exhibits an exceptional aptitude in an area of study or where it becomes obvious that a student is not being sufficiently challenged at a certain grade level, that student may be accelerated to the next course or grade.

Acceleration may be considered upon the recommendation of a parent/guardian or appropriate school personnel. The Principal has the final authority to offer acceleration; the Parent/Guardian may decline the offer to accelerate the student.

Adoption date: December, 1991

Reviewed by Policy Committee: June 30, 2010

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.

Adoption date: October 25, 2005

Revised: October 12, 2010

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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GRADUATION REQUIREMENTS FOR THE CLASSES OF 2005 – 2008

The Board of Education will determine the graduation requirements for the District in accordance with any specific Regulations of the Commissioner of Education.

AWARDING OF DIPLOMAS AND LOCAL CERTIFICATES: PARTICIPATION IN GRADUATION CEREMONY

In order to participate in the graduation ceremony, the Building Principal must certify that the student has met one the following requirements:

1. The student has completed the requirements for a Regents Diploma or a Regents Diploma with Advanced Designation, including 22 units of school credit and the passing of specified Regents examinations, as listed below;

or,

2. The student has completed the requirements of a local diploma, including 22 units of school credit and earned the required passing scores on Regents examinations, as listed below.

Details regarding these requirements can be found in the high school course catalogue.

Local Diploma		Regents Diploma		Advanced Designation Regents Diploma	
Required Courses		Required Courses		Required Courses	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math**	3	Math**	3	Math**	3
Science**	3	Science**	3	Science**	3
Global Language (L.O.T.E.)*	1	Global Language (L.O.T.E.)*	1	Global Language (L.O.T.E.)	3
Art/Music	1	Art/Music	1	Art/Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence/Electives	3	Sequence/Electives	3	Sequences/Electives	1
Computer Literacy	.5	Computer Literacy	.5	Computer Literacy	.5
Total	22	Total	22	Total	22

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.1

<p><i>* Students are required to have completed one unit of credit in a Global Language by the end of their freshman year or pass the New York State Proficiency exam.</i></p> <p><i>** An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.</i></p>		
Required Regents Exams (Passing Score of 55 and Above)	Required Regents Exams for a Regents Diploma (Passing Score of 65 and Above)	Required Regents Exams for an Advanced Regents Diploma (Passing Score of 65 and Above)
English Language Arts Exam	English Language Arts Exam	English Language Arts Exam
Math A Exam	Math A Exam	Math A Exam & Math B Exam
Global Studies Exam	Global Studies Exam	Global Studies Exam
US History Exam	US History Exam	US History Exam
Science Exam	Science Exam	Two Science Exams
<i>Special Education Safety Net (See ‘¶ 3.’ below)</i>		Global Language Exam (a)

(a) Students acquiring 5 units of credits in Art, Music, Business, Technology or Occupational Education may be exempt.

3. Students with disabilities and designated 504 students are eligible for the safety net. The safety net will be in place for students who enter grade nine through the fall 2010. Students utilizing a safety net will be eligible for a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams will continue to be available for students with disabilities.

Details regarding these requirements can be found in the high school course catalogue.

4. The student has met the requirements of his/her Individualized Education Plan (IEP) as approved by the Committee on Special Education (CSE) and the parent and/or student has formally requested the award of an IEP diploma. The regulations approved by the Board of Regents permit the awarding of the IEP diploma to students who have been designated as having certain disabilities.

An official school diploma will only be issued based upon the completion of the diploma requirements.

A high school diploma will represent termination of the district's responsibility to provide additional educational training opportunities as part of the regular day program. Any student not earning a diploma will be informed in writing of his or her right to attend the public schools of the district until one of the following occurs:

the student earns a high school diploma;

or

the student attains the age of 21 prior to September first of a school year.

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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Ref: 8 NYCRR §§100.1-100.7

Adoption Date: January 29, 2004

Revised: October 12, 2010

January 13, 2011

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.2

GRADUATION REQUIREMENTS FOR THE CLASSES OF 2009, 2010 AND 2011

The Board of Education will determine the graduation requirements for the District in accordance with any specific Regulations of the Commissioner of Education.

AWARDING OF DIPLOMAS AND LOCAL CERTIFICATES: PARTICIPATION IN GRADUATION CEREMONY

In order to participate in the graduation ceremony, the Building Principal must certify that the student has met one the following requirements:

1. The student has completed the requirements for a Regents Diploma or a Regents Diploma with Advanced Designation, including 22 units of school credit and the passing of specified Regents examinations, as listed below;

or,

The student has completed the requirements of a local diploma, including 22 units of school credit and earned the required passing scores on Regents examinations, as listed below.

Details regarding these requirements can also be found in the high school course catalogue.

Local Diploma	Cr.	Regents Diploma	Cr.	Advanced Designation Requirements	Cr.
Required Courses		Required Courses		Required Courses	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math**	3	Math**	3	Math**	3
Science**	3	Science** (Including 1 Life Science and 1 Physical Science)	3	Science** (Including 1 Life Science and 1 Physical Science)	3
Global Language (L.O.T.E.)*	1	Global Language (L.O.T.E.)*	1	Global Language (L.O.T.E.)	3
Art/Music	1	Art/Music	1	Art/Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence/Electives	3	Sequence/Electives	3	Sequences/Electives	1
Computer & Career Essentials	.5	Computer & Career Essentials	.5	Computer & Career Essentials	.5
Total	22	Total	22	Total	22

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.2

<p><i>*Students are required to have completed one unit of credit in a Global Language by the end of their freshman year or pass the New York State Proficiency exam.</i></p> <p><i>**An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.</i></p>		
Required Regents Exams Local Diploma	Required Regents Exams Regents Diploma	Required Regents Exams Advanced Regents Diploma
<p><u><i>Class of 2009</i></u></p> <p>Score of 65 or above on 2 required Regents exams and score 55 or above on 3 required Regents exams.</p>	<p><u><i>Class of 2009</i></u></p> <p>Score of 65 or above on 5 required Regents exams.</p>	<p><u><i>Class of 2009</i></u></p> <p>Score of 65 or above on 8 required Regents exams.</p>
<p><u><i>Class of 2010</i></u></p> <p>Score of 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams.</p>	<p><u><i>Class of 2010</i></u></p> <p>Score of 65 or above on 5 required Regents exams.</p>	<p><u><i>Class of 2010</i></u></p> <p>Score of 65 or above on 8 required Regents exams.</p>
<p><u><i>Class of 2011</i></u></p> <p>Score of 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam.</p>	<p><u><i>Class of 2011</i></u></p> <p>Score of 65 or above on 5 required Regents exams.</p>	<p><u><i>Class of 2011</i></u></p> <p>Score of 65 or above on 8 required Regents exams.</p>
English Language Arts Exam	English Language Arts Exam	English Language Arts Exam
Math A Exam(2009 &2010); Integrated Algebra or Math A (2011)	Math A or Math B Exam (2009 & 2010); Integrated Algebra or Math A (2011)	Math A and Math B Exams (2009 & 2010); Integrated Algebra and Algebra II/Trigonometry and Geometry, or Math A and either Algebra II/Trigonometry or Math B (2011)
Global Studies Exam	Global Studies Exam	Global Studies Exam
US History Exam	US History Exam	US History Exam
Science Exam	Science Exam	Two Science Exams: 1 Life Science & 1 Physical Science
<i>Special Education Safety Net (See '¶ 2.' below)</i>		Global Language Exam (a)

(a) Students acquiring 5 units of credits in Art, Music, Business, Technology or Occupational Education may be exempt.

2. Students with disabilities and designated 504 students are eligible for the safety net. The safety net will be in place for students who enter grade nine through the fall 2010. Students utilizing a safety net will be eligible for a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams will continue to be available for students with disabilities.

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.2

Details regarding these requirements can be found in the high school course catalogue.

3. The student has met the requirements of his/her Individualized Education Plan (IEP) as approved by the Committee on Special Education (CSE) and the parent and/or student has formally requested the award of an IEP diploma. The regulations approved by the Board of Regents permit the awarding of the IEP diploma to students who have been designated as having certain disabilities.

An official school diploma will only be issued based upon the completion of the diploma requirements.

A high school diploma will represent termination of the district's responsibility to provide additional educational training opportunities as part of the regular day program. Any student not earning a diploma will be informed in writing of his or her right to attend the public schools of the district until one of the following occurs:

the student earns a high school diploma;

or

the student attains the age of 21 prior to September first of a school year.

Ref: 8 NYCRR §§100.1-100.7

Adoption Date: January 29, 2004

Revised: October 12, 2010

January 13, 2011

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.3

GRADUATION REQUIREMENTS FOR THE CLASS OF 2012 AND THEREAFTER

The Board of Education will determine the graduation requirements for the district in accordance with any specific Regulations of the Commissioner of Education.

AWARDING OF DIPLOMAS AND LOCAL CERTIFICATES: PARTICIPATION IN GRADUATION CEREMONY

In order to participate in the graduation ceremony, the Building Principal must certify that the student has met one the following requirements:

1. The student has completed the requirements for a Regents Diploma or a Regents Diploma with Advanced Designation, including 22 units of school credit and the passing of specified Regents examinations.
or,
2. The student has completed the requirements of a local diploma, including 22 units of school credit (as listed below) and earned a 55 – 64 local option passing score on Regents examinations.

Graduation requirements are posted below for the awarding of Local, Regents or Advanced Designation Regents diplomas. Course credit is earned when a student passes a full or half credit course. Regents credit is earned when a student passes a New York State Regents exam as well as the corresponding course. Please refer to the chart below for detailed information about graduation requirements.

LOCAL DIPLOMA **** (SAFETY NET)		REGENTS DIPLOMA		REGENTS DIPLOMA WITH ADVANCED DESIGNATION	
REQUIRED COURSES AND CREDITS		REQUIRED COURSES AND CREDITS		REQUIRED COURSES AND CREDITS	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math**	3	Math**	3	Math**	3
Science**	3	Science** (Including 1-Life Science and 1-Physical Science)	3	Science** (Including 1-Life Science and 1-Physical Science)	3
Global Language*	1	Global Language*	1	Global Language***	3
Art and/or Music	1	Art and/or Music	1	Art and/or Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3.5	Electives	3..5	Electives	1.5
TOTAL	22	TOTAL	22	TOTAL	22

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.3

Required Regents Examinations**** Safety Net Passing Score of 55 to 64 or RCT's Passing Score of 65 and above	Required Regents Examinations for a Regents Diploma (Passing Score of 65 and Above)	Required Regents Examinations for an Advanced Regents Diploma (Passing Score of 65 and Above)
English Language Arts Exam	English Language Arts Exam	English Language Arts Exam
Math A; Math B; Integrated Algebra; Geometry or Algebra II/Trigonometry	Math A; Math B; Integrated Algebra; Geometry or Algebra II/Trigonometry	Math A and Math B; or Math A and Algebra II/Trigonometry; or Integrated Algebra Exam, Geometry Exam and Algebra II/Trigonometry Exam
Regents Global History Exam	Regents Global History Exam	Regents Global History Exam
Regents US History Exam	Regents US History Exam	Regents US History Exam
Regents Science Exam (1)	Regents Science Exam	Two Regents Science Exams (1-Life Science and 1-Physical Science)
Special Education Safety Net		Regents Global Language Exam***

**Students are required to have completed one unit of credit in a Global Language by the end of their freshman year.*

***An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.*

****Students acquiring 5 units of credits in Art, Music, Business, Technology or Occupational Education may be exempt from the three (3) credit requirement and NYS Regents exam in those Global Languages in which a Regents exam is given. However, one (1) unit of Global Language credit is still required. Beginning in the 2011-2012 school year, the State Education Department has eliminated all Global Language Regents examinations. Students can meet the assessment requirement in those languages for which no Regents examination is available by passing a locally developed exam aligned to the Checkpoint B Learning Standards for Global Language.*

*****The low-pass "safety net" option of scoring between 55-64 on the required New York State Regents exams to earn a local diploma will continue to be available for students with disabilities. The Regents Competency Test (RCT) "safety net" for students with disabilities is currently available for students entering grade 9 prior to September 2011.*

3. Students with disabilities and designated 504 students are eligible for the safety net. Students utilizing a safety net will be eligible for a local diploma.

Details regarding these requirements can be found in the high school course catalogue.

4. Prior to July 2013; the student has met the requirements of his/her Individualized Education Plan (IEP) as approved by the Committee on Special Education (CSE) and the parent and/or student has formally requested the awarding of an IEP diploma. The regulations approved by the Board of Regents permit the awarding of the IEP diploma to students who have been designated as having certain disabilities

THREE VILLAGE CENTRAL SCHOOL DISTRICT

4770-R.3

An official school diploma will only be issued based upon the completion of the diploma requirements.

5. Beginning July 2013; 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 pursuant to the requirements of Commissioner's Regulations 8 NYCRR §100.6.

If a Student receiving an IEP diploma or Skills and Achievement Commencement Credential is less than twenty-one years of age, the diploma or credential shall be accompanied by a written assurance of the student's continued right to attend a 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.

Ref: 8 NYCRR §§100.1-100.7

Revised: July 20, 2011
August 18, 2014

EARLY GRADUATION

Early graduation may be accomplished upon written parental request to the guidance department and with written approval of the Building Principal.

All normal graduation requirements must be completed for early graduation.

Adoption date: December, 1991

Revised: October 12, 2010

COMMENCEMENT EXERCISES

The Board of Education recognizes that all students who satisfy graduation requirements should be given the opportunity to take part in commencement exercises and be recognized for their achievements. Participation in commencement exercises is purely voluntary. No student may be denied a diploma for failure to take part. Only those students who have satisfied graduation requirements prior to the ceremony may participate. A disciplinary action may prohibit students from participating in the graduation ceremony. As determined by the Principal, special recognition at the graduation ceremony may be afforded to foreign exchange students who do not meet diploma requirements. All those who wish to take part in the exercises must wear a cap and gown in the school's colors and agree to abide by the school rules and fulfill their responsibilities for participation in the graduation exercises. The Building Principal shall, in consultation with the senior class officers and the high school advisory council, be responsible for conducting the ceremony.

Adoption date: December, 1991

Revised: October 12, 2010

**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 pursuant to the requirements of Commissioner's Regulations 8 NYCRR §100.6.

Continued Right to Educational Services

If a student receiving a Career Development and Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential 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.

THREE VILLAGE CENTRAL SCHOOL DISTRICT

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

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

Adoption date: December 11, 2013

TEACHING ABOUT CONTROVERSIAL ISSUES

As a natural part of preparation for assuming an adult role in society, matters of a controversial nature will arise and should be dealt with as part of the student's learning experience.

For purposes of this policy, a controversial issue may be defined as one that concerns about which there are varied levels of opposing views, biases, emotions and/or conflict and may be an item current in the news. The designation of an issue as controversial is within the sole discretion of the District.

It is essential that the classroom teacher have guidelines in order to prepare and execute lessons that shall be as objective as possible while considering the nature of the subject matter. It is important that students and staff recognize the following responsibilities:

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 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 shall be appropriate to the maturity level of the students and within the curriculum area under study.
4. Before a guest speaker is permitted to address the students, approval must be granted by the Building Principal, who must be informed of the scheduling of all guest speakers at least three (3) days prior to their presentation.

Adoption date: December, 1991

Revised: October 26, 2010

ASSEMBLIES

The Board of Education encourages assemblies to be conducted in each school that are part of the overall educational process and related to and supportive of the ongoing curriculum and instruction in the schools. School assemblies, at all instructional levels, shall also be held to provide recognition of student accomplishments by peers, parents and staff members. All assemblies shall require the approval of the Building Principal. Before a guest speaker is permitted to address the students, approval must be granted by the Building Principal, who must be informed of the scheduling of all guest speakers at least (3) days prior to their presentation. Principals should balance the number and value of assembly programs against the displacement of class time in the school schedule.

Staff shall remind students of proper conduct at assemblies to ensure responsible behavior.

Cross-ref: 4810, Teaching About Controversial Issues

Adoption date: December, 1991

Revised: December 14, 2010

ANIMALS IN THE SCHOOLS

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

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

At the start of the school year, teachers of courses that include animal dissection shall give notice to the students in those classes of their opt-out rights and responsibilities under the law and this policy. Unless the student has attained the age of eighteen years, such notice shall be shared with parents of those students, and also be available upon request in the principal's office.

Example:

You are enrolled in (insert title of class) which includes animal dissection. You have the right to opt out of the animal dissection on moral or religious grounds. In order to do so, your parent/guardian must substantiate your objection in writing to the Building Principal and teacher, and you must complete an alternate project approved by the teacher.

Additional Health and Safety Concerns

If live animals are to be used in the schools for instructional purposes, guidance should be provided to appropriate staff and students for their well-being and safety. For example, precautions should be taken to eliminate or avoid allergic reactions, animal bites or other injuries to staff and students, while permitting the use of only healthy and properly inoculated animals.

Children with allergies or those with immune deficiencies may be especially susceptible to diseases transmitted by animals or allergic reactions; therefore, special precautions may be needed to minimize risks. Parents of children with allergy and/or asthma concerns should be directed to notify the school of those concerns at the start of the school year, or upon admission, so appropriate measures can be taken to ensure the well-being of such children. Consultation with the school nurse and the child's parents about precautionary measures is also advised.

With regard to requests by organizations to allow an animal to visit a school setting (such as for an exhibition), the same guidelines should be followed as those utilized when approving the use of an animal for instructional purposes.

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It is recommended that parents be notified prior to housing an animal in the classroom and/or having an animal present for educational purposes, exhibition, or “visitation” in the class. Safe alternatives for students unable to be in contact with visiting animals should be provided.

Given the health and safety concerns of animals in the classroom, “casual visits” by pets brought into the school building by staff, students and parents is prohibited.

Other Situations

1. Animals under the control of public safety officers may have access to school property as use of these animals by such officials is under the jurisdiction of applicable federal and state law.
2. Animals trained to assist individuals with disabilities (e.g. service dogs) are permitted on district property and at district events when being used for that purpose pursuant to law. The School Principal should receive prior notification about the presence of such a service animal in order to implement any necessary precautions. Again, parents should be notified and student health records should be reviewed for health conditions, such as allergies, that may present a problem for students.

Use of Service Animals

The Board of Education 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.

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.

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.

The Superintendent of Schools or his/her designee may create regulation and/or building-specific rules regarding the use of service animals 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

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