



Policy Committee Meeting

One Larkin Center - Board Room 4th floor
Thursday, March 9, 2023 - 5:00 p.m.

I. Welcome & Updates

II. Final Draft Policies for Review:

Section	Policy
4513	Library Materials Selection
8000	Support Services Goals
7000	Facilities Development Goals
7100	Facilities Planning

III. Draft Policies for Review:

Section	Policy
0320	Evaluation of the Superintendent
4850	The Study of Animals in the Schools
4315.1	AIDS Instruction

IV. Other Business

V. Adjournment

LIBRARY MATERIALS SELECTION

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

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

In order to provide the Superintendent and District staff with guidance in the acquisition of instructional resource material, such as library books, references, audiovisuals, maps, etc., the Board endorses the following guidelines 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;
6. include, in the body of works as a whole, characters and settings which reflect the racial, ethnic, cultural and religious makeup of the student body and the country as a whole;
7. promote the understanding and appreciation of culture, class, language, race, ethnicity and other differences that contribute to the diversity of American culture; and
8. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

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

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

Any person wishing to permanently remove materials from a District library must seek the formal approval of the Board. The Board may determine that such materials should be removed. Such determination must not be based upon official suppression of ideas, but rather upon the

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

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

Ref: Education Law §§1709(15); 2554; 2566
Board of Educ., Island Trees UFSD v. Pico, 457 US 853 (1982)

Adoption date: July 20, 2011

Revised:

SUPPORT SERVICES GOALS

Support services, which include, but are not limited to, safety and maintenance programs, transportation, food services, insurance management, and office services, are essential to the successful functioning of the District. Education is the District's central function, and all support services shall be provided, guided, and evaluated by this function.

In order to provide services that are truly supportive of the educational program, the Board of Education establishes these goals:

1. providing a physical environment for teaching and learning that is safe and pleasant for students, staff, and the public;
2. providing safe transportation and nutritious meals for students who use these services; and
3. providing timely, accurate, and efficient support services that meet District needs and promote District goals.

Adoption date: May 8, 2007

Revised:

FACILITIES DEVELOPMENT GOALS

In meeting its goals of high quality education and fiscal responsibility, the Board of Education will strive to develop District facilities in a manner that addresses economic concerns, quality education needs, safety, durability, maintenance, insurance, and flexibility.

Accordingly, the Board establishes the following broad goals for facilities development:

1. Integrate facilities planning with other aspects of District planning in a comprehensive program designed to support the Board's educational philosophy and instructional goals.
2. Address state learning standards and student educational needs in developing educational specifications for school buildings.
3. Design facilities for sufficient flexibility to permit program modification or the introduction of new programs.
4. Involve the community, District staff, and experts in facilities development.
5. Design economically feasible facilities that meet student educational needs.
6. Seek all possible mechanisms for financing school facilities.
7. Provide adequate school space to accommodate future improvements in educational programs and services.
8. Consider the adaptability of school facilities for community use.

The Superintendent of Schools is hereby authorized to establish any procedures and/or protocols necessary to implement these goals and shall provide a status report to the Board on an annual basis upon request.

Cross-Ref: 7100, Facilities Planning
8110, School Building Safety

Ref: 8 NYCRR 14.1
8 NYCRR 155

Adoption date: May 8, 2007
Revised:

FACILITIES PLANNING

The Board of Education is responsible for the regular operation and orderly development of the school district's physical plant. In carrying out this responsibility, the Board is concerned with both short-term and long-range planning.

The Superintendent of Schools shall be responsible for the formulation and implementation of the following plans for school building facilities:

1. Comprehensive long-range facilities development plan. This plan shall be kept current and re-evaluated at least annually. It shall include an appraisal of the following:
 - a. Educational philosophy of the District, with resulting administrative organization and program requirements.
 - b. Present and projected pupil enrollments.
 - c. Space use and state rated pupil capacity of existing facilities.
 - d. The allocation of instructional space to meet the current and future special education program and service needs, and to serve students with disabilities in settings with nondisabled peers.
 - e. Priority of need of maintenance, repair or modernization of existing facilities, including consideration of the obsolescence and retirement of certain facilities.
 - f. Provision of additional facilities.
2. Five-year capital facilities plan. This plan will be updated annually and shall include the following:
 - a. A yearly breakdown of the estimated expenses for construction (ranked in priority order), additions (ranked in priority order), alterations (ranked in priority order), major repairs (ranked in priority order), system replacement and repairs and maintenance (ranked in priority order), and energy consumption.
 - b. A district-wide building inventory including the number and type of facilities; the age, capacity, use and size of each building; and each building's safety ratings, energy sources, probable useful life, major system repairs needed and asbestos reports.

Cross-Ref: 7000, Facilities Development Goals

Ref.: 8 NYCRR Part 155

Adoption date: May 8, 2007

Revised:

EVALUATION OF THE SUPERINTENDENT

The Board of Education recognizes that student achievement, District progress, and community satisfaction with the schools are all in large part affected by the performance of the Superintendent of Schools. The Board also recognizes the Superintendent cannot function effectively without periodic feedback on performance. As such, and in accordance with the Commissioner's regulations and the Superintendent's contract, the Board is committed to ensuring that it annually evaluates the Superintendent with the intention of providing the highest quality leadership for the school system.

During each year of the Superintendent's appointment, the Board and the Superintendent will meet to discuss a plan of performance review and accountability for that school year. The final plan adopted shall be at the sole discretion of the Board. Such evaluation shall focus on the goals the Board sets for the Superintendent each year, the duties and competencies specified in the Superintendent's job description, and the working relationship with the Board. Evaluation results will be discussed only during an executive session.

The procedures the Board uses for evaluating the Superintendent shall be filed in the District office and available for review by any individual no later than September 10th of each year.

Cross-ref: 3100, Superintendent of Schools

Ref: 8 NYCRR 100.2 (o)(1)(vi)

Adoption date: May 8, 2007

Revised: July 20, 2011

Revised:

THE STUDY OF 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, adequately supervised, and 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 the student performs an alternative project approved by the student's teacher. The student's parent, guardian, or person in parental relation must substantiate the objection in writing and provide such to the student's teacher and Building Principal.

At the start of the school year (or the start of the course), teachers of courses that include animal dissection shall give notice to the students in those classes, as well as their parents, guardians, and/or persons in parental relation, of their opt-out rights and responsibilities under the law and this policy. Such notice shall also be included in the student handbook and be available upon request.

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

Adoption date:

AIDS INSTRUCTION

In compliance with the regulations of the Commissioner of Education, the District will provide age appropriate classroom instruction for all students in grades K-12 concerning Acquired Immune Deficiency Syndrome (AIDS) as part of its sequential and comprehensive health program. Such instruction shall include, but is not limited to, the following information:

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

A student shall be excused from that segment of AIDS instruction regarding methods of prevention of the disease if the student's parent, guardian, or person in parental relation files a request in writing with the Building Principal. The request must give assurance that such instruction will be given at home.

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

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

Ref: Education Law §3204(5)
8 NYCRR §135.3

Ware v. Valley Stream High School District, 75 NY2d 114 (1989)

New York State School Boards Association v. Sobol, 168 AD2d 188 (1991)

Matter of Knowledge, 32 EDR 451 (1993)

Adoption date: July 20, 2011

Revised: