

## TUTORING

The Board of Education recognizes the professional responsibility of its staff to provide individual help to those students who can benefit from such services. The Board expects teachers to provide extra help to students who need it.

No personnel shall recommend private tutoring without the express permission of the Building Principal. If a student is being tutored, it is desirable that there be close contact between the student's teacher and the tutor.

Teachers interested in engaging in private tutoring may advise the school office to add their names to the district's list of tutors.

No teacher shall engage in private tutoring for pay for any student on school property or during school hours. No teacher shall tutor a student from his/her own class(es) outside of the school for pay.

Adoption Date: January 31, 2011

## TEXTBOOK SELECTION AND ADOPTION

The Board of Education is responsible for the selection and designation of all textbooks to be used in the district schools. The Superintendent of Schools, in cooperation with the Assistant Superintendent for Instruction, shall recommend suitable lists of textbooks to be used in the schools for the Board's consideration.

Texts, once approved by the Board, shall not be superseded for a period of five years, except by a three-fourth's vote of the Board. These textbooks shall be loaned to students, and any loss or damage, beyond normal wear, shall be paid for by the students.

The Superintendent shall establish procedures for the selection and recommendation of textbooks and a method for selecting staff members who shall serve in the selection and recommendation process.

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

1. textbook or material should have been copyrighted within the past five years;
2. qualifications of the author(s) on the subject;
3. adaptability to existing instructional program;
4. accuracy of the information presented;
5. sufficient scope to meet the requirements of the curriculum as developed locally and approved by the State Education Department;
6. objectivity and impartiality in treatment of subject matter and freedom from bias and prejudice;
7. high quality format in respect to typography, arrangement of materials or pages, cover design, size and margins;
8. appropriateness to grade level as to vocabulary, sentence structure, and organization;
9. textbook series should meet grade-to-grade requirements. They should contain supplementary aids to learning, when desirable and necessary, such as a table of contents, introduction, study activities, exercises, questions, problems, selected references, bibliography, index glossary and appendices;
10. texts should include appropriate illustrative materials--pictures, maps, charts, graphs, diagrams, etc., which clarify the text and enrich the content;
11. materials should fairly represent the many ethnic and cultural groups and their contribution to American heritage; and
12. a reasonable balance of viewpoints regarding controversial issues should be presented.

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

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

Cross-ref: 1420, Complaints about Curricula or Instructional Materials  
1740, Relationship with Nonpublic Schools

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

Adoption Date: January 31, 2011

## LIBRARY MATERIALS SELECTION

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

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

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

1. provide 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.

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

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

If any person wishes to permanently remove materials from a school district library, he/she must seek the formal approval of the Board. The Board may determine that such materials should be removed. Such determination must not be based upon official suppression of ideas, but rather upon the educational suitability of the materials in question. Only the Board and/or the Superintendent may authorize said permanent removal of instructional materials, pursuant to the decision of the Board.

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

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

Adoption Date: January 31, 2011

## COMPUTER USE IN INSTRUCTION REGULATION

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

### I Administration

- The Superintendent of Schools shall designate a computer network coordinator to oversee the district's computer network.
- The computer network coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
- The computer network coordinator shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The computer network coordinator shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The computer network coordinator shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

### II. Internet Access

- Students will be provided access only during instructional time in a controlled environment.
- Students will be provided with individual accounts.
- Students may browse the World Wide Web using designated search engines only.
- Students are not to participate in public chat rooms.
- Students may not read public news groups.
- Students may construct their own web pages as part of an approved project using district computer resources.
- Students will have a group e-mail address.
- Students are not allowed to belong to mailing lists
- A staff member will be required to monitor all of these activities.

### III. Acceptable Use and Conduct

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

### IV. Prohibited Activity and Uses

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

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

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

#### V No Privacy Guarantee

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

#### VI. Sanctions

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

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

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

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

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

Adoption date: January 31, 2011

## FIELD TRIPS AND EXCURSIONS

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

Factors relevant in consideration of approval of such field trips may include the relationship to the curriculum, the distance of the trip, availability of transportation, the cost involved, weather conditions, and full utilization of transportation. In order to make necessary transportation arrangements, all requests for field trips must be submitted to the appropriate Building Principal at least one week prior to the trip date.

### Overnight Field Trips

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

### Transportation

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

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

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

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

Adoption Date: January 31, 2011

## **FIELD TRIPS AND EXCURSIONS REGULATION**

### 1. Philosophy of District Field Trips

School district field trips can be a most educationally rewarding experience for our students. Learning by means of a district field trip will bring into focus and reinforce concepts taught in the classroom. These trips should be planned so that they relate directly to the curriculum.

### 2. Arranging District Field Trips

The Business Office will facilitate arrangements with the bus or tour company after authorization by Administration.

Insurance certificates must be provided to the Business Office indicating that the school district is included as an “additional insured” and that the limits for liability total \$5,000,000 or more.

An MVR Report issued by the licensing state indicating driver license information and driver record information must be provided to the Business Office. In addition, a copy of the Driver’s Receipt must be provided to the Business Office indicating that the driver is familiarized with the Federal Motor Carrier Safety Regulations of the U.S. Department of Transportation, Parts 383, 387, 390-399, Subchapter B, Chapter 3, Title 49 of the Code of Federal Regulations, as contained therein.

All district field trips will be supervised by a school administrator (or designee).

A physical inspection by both the driver (or authorized bus company official) and a school administrator (or designee) is required for all vehicles used for district field trips. Students are only allowed to board the vehicle after inspection by and with the permission of a school administrator (or designee). A sample of the “Vehicle Inspection Check List” is attached for review.

The Superintendent of Schools (or designee) shall have the discretion to unilaterally cancel a trip if these guidelines and requirements are not complied with or if the safety and welfare of the travelers are in question.

### 3. Traveling Regulations for District Field Trips

The bus driver has the overall responsibility for the safe operation of the motor vehicle including routing, bus handling and seating of passengers.

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The school administrator (or designee) in charge of the trip, with the support of staff and other adults, is responsible for the supervision of the children both to and from the activity.

Children are to remain seated at all times and must keep their hands,, arms and heads inside the bus windows. Seat belts, if available, are to be utilized by all travelers.

All refuse must be placed in appropriate receptacles.

Children must be supervised by a designated adult at all times.

A master list must be maintained by the administrator (or designee) and other designated supervisory staff indicating the children on the trip and the adult responsible for them. A copy of this list must be provided to District Administration.

A head count is to be performed frequently during the trip and always before and after entrance to and exit from the bus.

Always be aware of the nearest first aid station and exits at a district field trip site. All accidents and illnesses are to be recorded and reported to the administrator (or designee) in charge no matter how minor they seem.

Adopted date: January 31, 2011

## SCHOOL VOLUNTEERS

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

Volunteers may be involved in many facets of school operations, from mentor/tutor relationships to clerical tasks. Volunteers shall not be used to provide transportation for school-sponsored activities.

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

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

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

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

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

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

Adoption Date: January 31, 2011

## GRADING SYSTEMS

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

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

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

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

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

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: 5100, Attendance

Ref: Education Law §§3202; 3205 et seq.  
*Matter of Nathaniel D.*, 32 EDR 67 (1992)  
*Matter of Hegarty*, 31 EDR 232 (1992)  
*Matter of Shepard*, 31 EDR 315 (1992)  
*Matter of Handicapped Child*, 32 EDR 83 (1992)  
*Matter of Ackert*, 30 EDR 31 (1990)  
*Matter of Augustine*, 30 EDR 13 (1990)

*Matter of Boylan*, 24 EDR 421 (1985)  
*Matter of Burns*, 29 EDR 103 (1989)  
*Matter of Chipman*, 10 EDR 224 (1971)  
*Matter of Dickershaid*, 26 EDR 112 (1986)  
*Matter of Fitchett-Delk*, 25 EDR 178 (1985)  
*Matter of Gibbons*, 22 EDR 134 (1982)  
*Matter of LaViolette*, 24 EDR 37 (1984)  
*Matter of MacWhinnie*, 20 EDR 145 (1980)  
*Matter of McClurkin*, 28 EDR 136 (1988)  
*Matter of Reid*, 65 Misc 2d 718 (1971)  
*Matter of Rivers*, 27 EDR 73 (1987)  
*Matter of Shamon*, 22 EDR 428 (1983)

Adoption date: January 31, 2011

## **PARENT CONFERENCES**

The Board of Education encourages parent conferences with teachers as an effective means of communication between the home and the school. These conferences provide opportunity for open communication regarding administrative procedures, instructional programs, goals and objectives, and pertinent information regarding pupil progress.

Teachers have a responsibility to meet with parents to discuss student problems and progress. It is expected that teachers will make every effort to see each parent at least once a year. Teachers shall request a parent conference whenever there is a reason to believe that such a meeting may be helpful to the child. When a parent requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Such conferences shall be scheduled around the school day when possible so as not to interfere with the instructional process. Teachers shall notify the appropriate Building Principal in advance of such conferences.

Teachers are required to file a brief written account, including the reason the meeting was called and an objective summary of the discussion, immediately after each conference. The appropriate form can be obtained in the office. The completed form shall then be filed in the child's personal folder.

Adopted date: January 31, 2011

## PARENT CONFERENCES REGULATION

The following are principles which will be guidelines for a successful parent conference.

1. Each parent must be made to feel that he/she is welcome, that the school is genuinely interested and, in those cases where an issue has arise that every attempt will be made to work out a satisfactory solution.
2. The conference should be held in a place free from distraction and interruption.
3. Under no circumstances should the teacher rush the conference. If necessary the conference should be rescheduled.
4. The conference should be efficient by the teacher having all records, facts, figures, anecdotal accounts and other pertinent material should be easily available and complete.
5. Every effort should be made to inform the teacher in advance about the conference.
6. The teacher is expected to maintain his/her professional demeanor if the parent becomes angry and excited. The teacher should wait until the parent has calmed down before presenting the school's position.
7. The parent must be dealt with honestly.
8. A teacher should be him/herself and always use simple, clear language and avoid jargon.
9. Be a good listener.
10. When it would be helpful, any individuals who are involved with the student should join the conference.
11. The Administrator should beware of allowing an irate parent to confer alone with a teacher, especially an inexperienced teacher. He/She should insist on being present.
12. Although the pupil should normally not be present at the conference, he/she should be available if his/her presence is determined desirable.
13. When a teacher writes to a parent, caution should be exercised when drafting the content to avoid misunderstandings. Written communications should be limited to advising that a problem exists and a parent conference is requested.
14. The teacher should try to view the situation from the parent's point of view.
15. The school is obliged to keep the parent advised as to any change, good or bad, resulting from the conference.
16. Follow-up is an important part of the conference philosophy.

Adoption Date: January 31, 2011

## 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. Authority for grade placement rests with the Building Principal.

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

The following guidelines shall govern student progression:

### Early Identification/Intervention

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; remedial classes; a change in instructional treatment, and, where appropriate, referral to the Committee on Special Education for evaluation.

### Promotion/Retention

In grades K-6, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects -- English/Reading, Mathematics, 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.

Academic standards. Building Principals shall be responsible for ensuring that the District standards for student progress at each grade level are available to parents.

Retention. Retention shall be limited to those situations where, in the best interests of the child, a successful learning experience is reasonable assured. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation;

classroom achievement and attitude; the age of the child; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. If a consensus cannot be reached, the decision of the Building Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

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

Adoption date: January 31, 2011

**SIXTH GRADE PROMOTION EXERCISES**

Sixth grade promotion exercises will be held for students being advanced to the junior high school the following year, during the last week of school. The program will be determined by the Building Principal, except that certificates will be presented by a member of the Board of Education.

Adoption Date: January 31, 2011

## TEACHING ABOUT CONTROVERSIAL ISSUES

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

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

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

Prior to presenting controversial materials to their students, all teachers shall present the materials to the Building Principal for prior approval. The Principal shall review the materials pursuant to the guidelines above.

4. Before a guest speaker is permitted to address students, approval must be granted by the Building Principal.

Ref: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969) (students have First Amendment rights)  
*Hazelwood v. Kuhlmeier*, 484 U.S. 260 (1988) (limitations on students First Amendment rights in an educational setting)  
*Board of Education v. Pico*, 457 U.S. 853 (1982) (balance discretion of the Board over educational affairs with student's constitutional rights)

*Appeal of Malverne Union Free School District*, 29 EDR 363  
(1990) (teachers First Amendment rights in an educational setting)  
*Appeal of O'Connor*, 29 EDR 48 (1989) (notification prior to  
dissemination of controversial materials)

Adoption date: January 31, 2011