

INSTRUCTION: 6000 SERIES

Here are the provisions for teaching and learning. The goals of the schools, curricular matters, instructional arrangements to assist teachers to teach and students to learn, provisions for individual differences and exceptional children- all belong in this series.

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Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

DAYS OF SPECIAL SIGNIFICANCE 6010

SCHEDULES INSTRUCTION

Schools will follow the school calendar adopted by the Board of Education each year and remain in session except on days declared to be holidays by legislative action or by declaration of the Governor.

A pupil will be excused upon the request in writing signed by the parent or guardian for medical, family or religious reasons.

Legal Reference

Commissioner's Regulations, Section 154

Policy

Adopted: 2/13/70

Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

DAYS OF SPECIAL SIGNIFICANCE

6010

SCHEDULES

INSTRUCTION

Appropriate educational activities may be planned for days of special significance so as not to interfere with the educational program of the school. Planned activities enrich rather than replace normal classroom instruction.

Planned activities should be reviewed at Administrative Council meetings prior to implementation.

Legal Reference

Regulation

Adopted: 2/13/70

Amended: 6/21/05, 7/05/05

Required
Local _ _

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

PRAYERS AND FLAG SALUTE 6100
CEREMONIES AND OBSERVANCES INSTRUCTION

Prayers will not be said in classrooms or in assemblies. The flag salute and pledge of allegiance will be conducted daily in classrooms and at student assemblies.

Legal Reference

Education Law, Section 802

Policy
Adopted: 7/7/70
Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

DECEMBER HOLIDAY PROGRAMS 6110
CEREMONIES AND OBSERVANCES INSTRUCTION

Holidays celebrated in the December season are opportunities for the development of moral and spiritual values. Care should be exercised that doctrinaire matters are avoided as well as those which pertain to faith, morals, or one particular creed.

Discussions concerning the significance of December holiday observances should be the natural out-growth of children's questions as they may arise in the classrooms and should be answered in a straight- forward manner.

Religious or ceremonial symbols brought to school by children on a show and tell basis may be used for this purpose but programs and exhibits should avoid inclusion of anything of a doctrinal nature.

Religious music may be presented for its musical rather than its religious content but should not pertain to one particular creed.

The Building Principal should be consulted for final program selection.

Legal Reference

Policy
Adopted: 1958
Amended: 12/9/70, 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

HOLIDAY DECORATIONS

6120

CEREMONIES AND OBSERVANCES

INSTRUCTION

The Superintendent's office will expedite the distribution of appropriate bulletins, relating to School Fire Safety, during holiday observances (at Christmas), from the office Fire Marshal of the Nassau County Fire Commission, the State Education Department and the New York State Department of State.

The Superintendent's office will insure facilitation of these directives.

Legal Reference

Policy

Adopted: 12/9/70

Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

FIRE PREVENTION WEEK

6140

CEREMONIES AND OBSERVANCES

INSTRUCTION

It is the policy of the District to cooperate fully with the Elmont Fire Department and Stewart Manor Fire Department in connection with suitable activities for this week. Such activities include:

- *Conducting fire drills according to SED regulation*
- *Facilitating fire prevention discussions and activities within the classroom*
- *With cooperation of the Fire Department*

Legal Reference

Regulation

Adopted: 1/20/58

Amended: 9/17/58, 11/13/59, 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

RELIGIOUS HOLIDAYS

6150

CEREMONIES AND OBSERVANCES

INSTRUCTION

The Board designates, annually, certain religious holidays, which fall on a day when school is in session. Pupils may be excused on these days upon prior written request of the parent or guardian. In such cases, teachers shall make accommodations and teachers shall not schedule tests, introduce new materials, or plan special activities on these days.

Legal Reference

Policy

Adopted: 1/16/79

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

HOMEWORK

6200 (a)

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

A. Purpose

The fundamental objective of homework is to support classroom learning. Relevant homework assists children in developing habits and accepting the idea that work related to their school studies should also be done at home. It should also assist pupils to learn how to study and help them get ready for Junior High School. Properly accomplished, home-study can provide more time in class for teacher- pupil give and take.

1. *To establish good home study habits.*
2. *To extend research techniques taught at school.*
3. *To promote critical thinking.*
4. *To consolidate skills taught.*
5. *To promote good home/ school relations.*
6. *To provide enrichment.*

B. Teacher's Responsibility

1. *To explain carefully how the assignment should be carried out.*
2. *To assign homework that ties in with class work.*
3. *To assign homework suited to ability of children- individually, by groups or by class- as occasion requires.*
4. *To teach study skills.*
5. *To assign homework using many media- e.g., newspapers, magazines, technology, etc.*
6. *To go over completed homework with children.*

C. Types of Homework

1. *Research- e.g., looking for pictures, specimens, interviewing, library.*
2. *Improvement- e.g., skills already taught.*
3. *Preparation of oral report- e.g., seasonal changes, home menu, star-gazing, book report, experiment in science, TV, radio, newspaper, etc.*
4. *Review of class work.*
5. *Study in preparation for test.*
6. *Completion of work not finished in school. However, every effort should be made to see that the child does complete this work in school, if possible.*
7. *Long-range assignment, e.g., diorama, booklets, reports, etc.*
8. *Written homework, on how to overcome a violation committed, can sometimes be helpful to an individual or a group, if its aim is to develop self-discipline.*

D. Cautions

1. Homework *MUST NEVER* be given as punishment. This includes multiple writing of a given sentence, assignment of numerous arithmetic examples, spelling words, etc.
2. Consideration should be given to relieving students of homework over some weekends, and prior to holiday. Some flexibility in this, however, should allow deviation at teacher's discretion.
3. Daily homework need not be mandatory.
4. District "Xeroxed" material must not be given as homework assignment.
5. Time required to do homework should be geared to child's age, grade level, ability and future needs. Cognizance should be taken of children's time devoted to out-of-school activities, e.g., music lessons, religious school, scout membership, etc. Attention should be given, too, to assignments given as homework by teachers of special subjects.
6. Written homework must come up to grade standards set for neatness, hand-writing, punctuation, sentence structure, etc.
7. All teaching should be done by teachers. However, under teacher direction, some parents can help by:
 - a. Showing an interest but encouraging independence.
 - b. Agreeing on a regular time and place to do homework.
 - c. Checking that assignments have been completed.
 - d. Speaking with the teacher if you have questions regarding the quantity or kind of assignments being given.

E. Time Amounts- Recommended

1. First- Second- Third Grade
 - Primary Grade assignments are designed to help develop reading skills and number concepts. The work should contribute to enrich the child.
2. Grade 4
 - About 2 hours per week in 30 minute assignments.
3. Grade 5
 - About 3 hours per week in 45 minute assignments.
4. Grade 6
 - About 4 hours per week in 60 minute assignments.

NOTE: In sixth grade, most students are ready and should begin longer term assignments. Time for these should be included in the basic 4 hours per week.

F. Summary

The basic objective is to establish with pupils a habit of spending time and developing regularity in connection with their school work. It must relate to classroom instruction and reinforce skills and contents taught during the school day. The policy should assist pupils to learn how to study and to get ready for departmentalization at the secondary level.

Legal Reference

Regulation

Adopted: 2/13/70
Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

WORKBOOKS

6210

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

Workbooks are to be ordered and used as support materials in textbook series adopted by the Board of Education.

Legal Reference

Regulation

Adopted: 1/20/58

Amended: 9/17/58, 11/13/59, 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

DISPOSAL OF TEXTBOOKS/ INSTRUCTIONAL MATERIALS 6220
DISPOSAL OF EQUIPMENT/ FURNITURE

INSTRUCTIONAL ARRANGEMENTS INSTRUCTION

Due to obsolescence and/or change of emphasis, textbooks, instructional materials, equipment become in excess and surplus and require a source of disposal.

“Excess” property is defined as Elmont Union Free School District textbooks, equipment, furniture, supplies, or materials which have been deemed to be no longer necessary by those using the items, and thus available for use by other Elmont Schools or available for disposal.

“Surplus” property is defined as “excess” property (as defined above) which cannot be used by any schools or departments within the Elmont Union Free School District.

Recognizing a minimal life expectancy of five years, over a period of time schools collect and store quantities of books that should be disposed of in order to make room for more current ones. Equipment, furniture, and non consumable materials will have varying life expectancies and should be disposed of when no longer usable.

Legal Reference

Policy

Adopted: 8/10/83 (approved at Board Meeting 8/9/83)

Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

DISPOSAL OF TEXTBOOKS/ INSTRUCTIONAL MATERIALS
DISPOSAL OF EQUIPMENT/ FURNITURE

6220 (a)

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

In order to make uniform provision for the handling of books and excess materials, equipment/ furniture, the following procedure should be followed:

- 1. Principals shall collect, in one location, all textbooks and materials five or more years old, and equipment/furniture after certifying them as no longer usable in school or associated programs of the school.*
- 2. Prior to May 15th of each school year, the school will prepare lists, on appropriate forms, of texts by subject, title, publisher, date of publication, grade and number of copies. Each piece of equipment should be listed by name of piece, model number, number of years old. Furniture should be listed by style, size, and number of pieces. Funding source, if other than general fund, shall be noted, i.e., federal, state, county grant funds, etc.*
- 3. The school shall send the list to the Superintendent of Schools, with copies to the Director of Curriculum and Instruction, to the Director of Business and Facilities and to each principal, advising of these excess or surplus items.*
- 4. Principals shall have the opportunity to request any or all of these for use in their programs and should do so in writing to the Superintendent, noting specifically the item(s) and the quantity desired.*
- 5. The Administration shall submit all lists of excess or surplus property for disposal to the Board of Education with recommended sale and prices where appropriate. The Administration shall schedule all sales District-wide.*
- 6. All items not sold or auctioned will be offered to commercial used book and equipment vendors for the best dollar return possible.*
- 7. Any items not sold will be deemed to have "no cash value" and may be donated to an acceptable approved source. The Board of Education shall approve all donations prior to advising the recipients.*
- 8. A list of items which were not sold, auctioned or donated shall be submitted to the Board of Education with a request to dispose of same via the most economical means.*
- 9. Adjustments must be made to inventories for insurance purposes.*

*DISPOSAL OF TEXTBOOKS/ INSTRUCTIONAL MATERIALS
DISPOSAL OF EQUIPMENT/ FURNITURE*

6220 (b)

*Reference: Opinions of the State Comptroller, April 25, 1958
Sections 1709 and 1503 with conclusions.*

*Additional Reference: From Hageny- Opinions of the State Comptroller
58-120, 60-662, 67-673*

Regulation

Adopted: 8/10/83

Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

LOST BOOK MONEY 6230

INSTRUCTIONAL ARRANGEMENTS *INSTRUCTION*

The procedure for how to charge and handle money in connection with lost books is as follows:

- A. Principals should determine an amount to be collected for the books that is reasonable, figuring the average life of a textbook at five years.*
- B. When money is collected, the school principal must ensure that the parent or child gets a receipt and that a duplicate record is kept by the principal.*
- C. The standard form listing the losses and the amount collected should be forwarded, with the money to the business office annually.*

Legal Reference

Regulation

Adopted: 1/20/58

Amended: 9/17/58, 11/13/59, 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

LIMITED ENGLISH PROFICIENCY

6240

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

The Board of Education recognizes its responsibility to provide for the special needs of English Language Learners. The goal of the program for these children shall be to provide them with instruction sufficient for them to gain competence in the English language at the earliest possible time and to fully participate in classes in which instruction is given only in English. The methodology selected to achieve this goal shall be consistent with the intent of the goal, Part 154 of the Commissioner's Regulations, the needs of the children, and cost effectiveness. The employment of certified personnel in this program shall be required.

Exceptions to this policy, as in the case of grants or special awards, shall be approved by the Board of Education.

District regulations specifying how ELL's are to be identified and describing the plan to meet the educational needs of these children shall be in compliance with NYS CR154. An annual evaluation of each pupil's proficiency in the English language shall be conducted.

A report on the educational progress of ELL children shall be made each year to the Board of Education by the Superintendent of Schools.

Legal Reference

Policy

Adopted: 12/15/81

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

LIMITED ENGLISH PROFICIENCY

6240 (a)

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

The ELL identification procedure for new entrants shall consist of the three sequential steps outlined below. The ESL personnel assigned to the building shall be responsible for conducting the identification of ELL assigned to their respective schools.

Step 1 Parents or guardians of children being registered shall be asked through an interview or a questionnaire if a language other than English is being used at home and the extent to which the child is using it. The Home Language Identification Questionnaire shall be completed.

- a. Children who speak no English shall be recommended for ESL Instruction.*
- b. Children who possess a limited knowledge of English shall then go to Step 2.*

Step 2 Children who possess a limited knowledge of English shall be administered the Language Assessment Battery- Revised (LAB-R) to determine their oral language proficiency in English.

Step 3 If an ELL/LEP scores below the NY State designated benchmark on the LAB-R, the student is eligible to receive ESL services. After placement in an ESL program, achievement in English Language Arts skills are measured annually using the NYSESLAT.

If an ELL/LEP scores above the NY State designated benchmark, on the LAB-R, a standardized reading test may be administered to determine appropriate instruction in English Language Arts.

Upon completion of the identification process, results shall be recorded by the ESL personnel on individual ELL student profiles which shall be forwarded to the Building Principal. The principal shall appropriately place the child so that ESL instruction may begin immediately after the assessment and shall confer with the ESL Coordinator regarding the program of instruction for the children identified. Additional ancillary services shall be offered only after children have achieved minimal competency in the English language (see section on Evaluation Procedures). The building principal is responsible for transmitting the results of the identification to the ESL Coordinator within five (5) school days of completion of the process.

SCREENING

Under Part 154 of Commissioner's Regulation, new entrants shall be screened according to District Screening procedures. Initial steps in the assessment of language proficiency for new entrant LEP children shall be the same as those used in the ELL Identification Procedure.

PROGRAM PRESCRIPTION

The District shall provide for the identified ELL students, a program of English as a Second Language. The children in the English as a Second Language Program shall follow a curriculum comparable to that followed by monolingual children at the same grade level.

The presentation of activities reflecting the children's cultural background as well as the American heritage shall be done as an integral part of the curriculum. These activities shall be used to motivate the children's interest in learning, encourage positive feelings toward schooling, and develop a positive self-concept.

Instruction shall be provided in the children's classroom setting by the children's classroom teacher and reinforced and expanded by the ESL teacher. Every child in the program shall receive ESL Instruction in the manner prescribed by Part 154 of the Commissioner's Regulations.

In addition to regular classroom instruction, beginner and intermediate ELL students will receive ELA/ESL and content area instruction from ESL teachers. Advanced ELL students will receive instruction in core curricular areas from their classroom teacher and the ESL teacher in accordance with Part 154 of the Commissioner's Regulations.

ENGLISH AS A SECOND LANGUAGE PROGRAM

The English as the Second Language (ESL) Program will facilitate the development of competencies in listening, comprehension, speaking, reading, and writing English. English will be used as a language of instruction.

For instructional purposes, ELL children shall be grouped according to grade level and/or degree of English language proficiency, as determined by a formal evaluation conducted by ESL personnel and the child study team of the particular school building. The District's ESL Program shall consist of three developmental levels of English language instruction outlined according to general practice: Level I (beginner), Level II (intermediate), Level III (advanced/transitional).

The ELL children serviced through the ESL program shall receive ESL instruction at their home school on an individualized or small group basis. The group's size shall be determined by the children's needs and the enrollment of ELL children in various grade levels. Every child in the ESL program shall receive instruction as follows:

<i>Beginner/ Intermediate-</i>	<i>360 minutes per week</i>
<i>Advanced/Transitional-</i>	<i>180 minutes per week</i>

Coordination of Resources and Activities

Coordination of all services for ELL children shall be conducted by the Bilingual/ESL Coordinator. The program shall be supervised by the District's Administrator for Curriculum & Instruction.

Evaluation Procedures

Each child's performance shall be evaluated by the team of teachers and staff working with ELL children. Identification of children who have reached proficiency in listening, speaking, reading and writing will be based on the student's performance on the NYSESLAT and/or ELA. Children scoring above state designated benchmarks on the NYSESLAT and/or ELA shall no longer receive ESL instruction. Exceptions to this shall be discussed with/and approved by the Director of Curriculum. Student evaluations shall be completed during the months of May and June of each school year. The evaluation results shall be forwarded to the ESL Coordinator and Director of Curriculum and Instruction.

Report Cards and Permanent Records

The periodic assessment of the student's performance in English, based on general pupil evaluation procedures, shall take place with every marking period. A quarterly progress report done by the ESL teacher will be included with the report card. The children's participation in the ESL program shall also be indicated in the Student Management System and/or on the Kardex card in accordance with the District's general procedures on support services or enrichment services.

Annual Evaluation and Report to the Board

An annual evaluation report on the programs for the education of children with limited English language proficiency shall be presented to the District's Superintendent and to the Board of Education by the Director of Curriculum and Instruction.

Legal Reference

Regulation

Adopted: 8/82
Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

Required
Local

INSTRUMENTAL MUSIC 6250

INSTRUCTIONAL ARRANGEMENTS INSTRUCTION

Children in grades 4 to 6 will be given the opportunity to play a musical instrument under the instruction of District instrumental and/or building music teachers.

It is expected that this training will result in individual building bands and string groups of excellent performance quality.

The District music program shall teach children to play the variety of instruments associated with band and orchestra organizations.

Legal Reference

Policy

Adopted: 12/22/82

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

INSTRUMENTAL MUSIC

6250

INSTRUCTIONAL ARRANGEMENTS

INSTRUCTION

In order to facilitate and develop the best player potential for building bands and orchestras, interest in playing an instrument will begin in the primary grades. Instrumental teachers will arrange to present performances with children via classroom presentations, small group listening programs, and assemblies.

At the third grade level, beginning at mid year, letters will go home to parents inviting them to register their intent in having their children become involved in instrumental lessons. Simultaneously, assemblies will be arranged to encourage the interest of third graders. A broad selection of instruments, including woodwinds, brasses, percussions, and strings, will be demonstrated.

In order to include as many students as can reasonably be taught in small group instruction by instrument, a preliminary assessment of student talent will be made by the instrumental teachers in conjunction with the building music teachers. Direction shall be given to avoid the tendency to overload percussions, brasses, etc. by stressing the less popular instruments since it is the District policy to have children play all instruments of the band or orchestra.

The District shall make its inventory of instruments available to buildings as needed to round out instrumentation.

It is expected that students will rent instruments. It shall be the responsibility of the parents to contact vendors for the rentals. New York State legal decision of November 30, 1976 states: "It is not improper... for (schools) to issue a list of suggested vendors meeting District-prescribed standards, while allowing parents to make their own arrangements with any dealer on any terms they wish, where the arrangement does not involve the use of school personnel as agents for the dealers".

No child shall be denied the opportunity to learn an instrument if family financial status precludes renting one. District instruments may be loaned to students while awaiting the arrival of rentals, when rented instruments are out for repair, depending upon availability, or if the financial status of the student precludes renting one.

District owned instruments shall be maintained in good playable condition. A budget allocation shall be made when needed for the purchase of instruments recommended by the total music staff in order to maintain a balance of instruments and to encourage the playing of less popular instruments.

Instruments will be purchased in accordance with District purchasing policy.

Regulation

Adopted: 12/22/82

Amended: 6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

GROUPING OF CHILDREN 6300

CLASSROOM ORGANIZATION INSTRUCTION

Each class in a grade will reflect the racial composition and ability levels of the children in the grade.

Legal Reference

Policy

Adopted: 4/16/86 (approved at Board Meeting 4/15/86)

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

GUIDELINES FOR TEST READINESS

6310 (a)

CLASSROOM ORGANIZATION

INSTRUCTION

Test readiness guidelines have become part of a well-planned evaluation and testing program. Clear and specific directions on what is acceptable in test readiness will help ensure that every child is evaluated in an objective and accurate manner.

The Elmont District recognizes the need to help students demonstrate their actual knowledge on the test and approves the following test taking practices to be followed for all staff in the District. These practices should become an integral part of the curriculum throughout the year. The guidelines offered are based on research findings.

Research shows that test performance is influenced by many factors other than knowledge and that test preparation may, in fact, contribute to enhance the validity of achievement tests and that of tests in general. This is done by minimizing extraneous factors (e.g., motivation, emotional level, and test taking skills) and making it more likely that the tests measure the knowledge for which they are intended.

Researchers attest that test preparation helps students respond appropriately to the format used in achievement tests, and increases the likelihood that test scores are an accurate reflection of the students' abilities.

Test preparation encompasses both test-taking skills and a review of the content area skills being tested. Evidence points out that students who understand the directions, know how to handle the mechanics of recording answers, are not overly anxious, and who are motivated for the task will receive higher scores than other pupils with the same knowledge but without these characteristics.

GUIDELINES FOR TEST READINESS

THINGS TEACHERS CAN DO

- *Become thoroughly familiar with the directions for administering the test.
- *Become familiar with the test. The test should be examined in the school building under the supervision of the principal and/ or designee.

THINGS TEACHERS CANNOT DO

- *Do not use actual test booklets in reviewing directions. (Practice material is available.)
- *Do not take a copy of the test for review outside of the building.

*Get to know the characteristics of your students and when necessary make arrangements for alternate setting with the testing coordinator according to Test access and Accommodations Guidelines.

*Discuss with children the purpose of the test and how the test will be scored.

*Simulate test taking conditions throughout the year and:

- use practice materials approved by the District
- discuss students' responses
- analyze the reasons for errors

*Train students how to take tests:

- Answer all questions using the best possible answer when unsure.
- Become aware of distractors and learn how to eliminate answer choices that are obviously wrong.
- Mark answers clearly in the appropriate space.
- Have children practice marking machine scorable answer sheets.
- Learn when to consider all answer options first and when to attempt to answer a question first.

*Do not answer test-related questions after testing has begun.

*Do not use actual test items. Practice material will be made available through the Curriculum Office.

*Do not give children rephrased Test items.

*Do not promote unnecessary pressure by over-emphasizing the importance of a single test.

*Do not accept practice booklets or answer sheets that are not adequately marked.

In addition to test-taking skills, test preparation encompasses a review of the content area skills. In this instance, test preparation activities help students "fill in the gap between their knowledge and the content being tested" (Palmer, 1984). This does not imply teaching the content of the test, but rather it refers to the teaching of the general content, concepts, and skills from which test items are drawn.

CONTENT READINESS

THINGS TEACHERS CAN DO

- Become familiar with the curriculum Guides used in the District.
- Identify the skills to be tested and teach these skills as part of the curriculum.
- Become familiar with test objectives.

- Become familiar with technical vocabulary used in math, science, social studies (environmental science) and use it consistently during the year.

THINGS TEACHERS CANNOT DO

- *Do not limit instruction to test content exclusively.
- *Do not teach/review the specific test skills in isolation.
- *Do not review test questions with students.
- *Do not limit instruction to these objectives.
- *Do not review the specific vocabulary words reading selections used in the test.

Legal Reference

Policy

Adopted:

6/22/88 (approved at Board Meeting 6/21/88)

Amended:

6/21/05, 7/05/05

Required
Local

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

PUBLIC LIBRARY

6400

CURRICULUM EXTENSIONS

INSTRUCTION

Use of the Public Library by children should be encouraged. When teachers suggest to children that they use the Elmont Public Library, the teacher concerned, or the library-media specialist in the building, should contact the Public Library to insure that the materials which will be sought by the children are on hand at the Public Library. This should be done before children are directed to the Public Library.

Legal Reference

Policy

Adopted: 1/20/58

Amended: 9/17/58, 11/13/59, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

AFTER SCHOOL ACTIVITIES

6410

CURRICULUM EXTENSIONS

INSTRUCTION

I. Guidelines for the determination of after school activities:

All after school programs should be characterized by enriching creative experiences for children. Strong emphasis should be placed on providing AIS Academic Enrichment to students who need extra support in order to meet New York State Assessments.

Enrichment activities such as: music, technology, foreign languages, drama and art may be considered in addition to activities centered around the core curriculum areas.

II. Criteria for the selection of after school activities:

- A. Children's needs*
- B. Teacher competence in the area*
- C. Time allotment of from one to two hours.*
- D. Number of sessions should depend on children's needs and availability of resources.*
- E. Duplication of existing community groups should be avoided.*

Legal Reference

Regulation

Adopted: 7/7/70

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

TUTORS

6-420

CURRICULUM EXTENSIONS

INSTRUCTION

Before principals agree that a tutor is needed, every effort should be made to assist the parent through use of materials supplied by the District explaining their use to the parents. Principals are requested to check libraries and book supplies to insure that materials are on hand. A tutor should be considered only under unusual circumstances. A paid tutor may not be the youngster's teacher; however, he/she may be a teacher from Elmont Union Free School District, but he/she may not tutor the child in the school District.

When an inquiry for a tutor is received, the school District obliges the inquirer, and gives the name/names of tutors making it clear to him/her that the information being supplied is not the recommendation of Elmont Union Free School District but is merely offered as a possible help to the inquirer.

Once the decision has been made to procure a tutor, the principal should arrange to have the tutor work closely with the classroom teacher.

Legal Reference

Regulation

Adopted: 1/20/58

Amended: 9/17/58, 11/13/59, 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

MULTICULTURAL EDUCATION

6500

CURRICULUM

INSTRUCTION

Statement of Philosophy

Multiculturalism continues to be the principle upon which the culture of the United States is based. The Board recognizes that our local community is presently the host of many cultures; consequently, our schools are educating a culturally pluralistic population. A multicultural community requires programs that are multicultural in emphasis. It requires curriculum and instruction that clarify cultural orientations and foster intercultural understanding. Multicultural education does not require the creation of a new curriculum. Rather, it demands an approach that permeates the entire school environment.

The concept of multiculturalism has implications for educational equity and improvement of academic success for all children. As an educational concept, it can be part of each curriculum area. Ultimately, it encourages students to recognize and value the contributions of many different cultures. Through a multicultural program, teachers are encouraged to capitalize on the existence of diversity for enriching the education they impart.

The multicultural curriculum in its broadest definition impacts, therefore, on the total school environment. It encompasses the planned and unplanned experiences that children are exposed to in school.

More specifically, multicultural curriculum focuses on those activities that are intended to develop understanding, values, attitudes, and behaviors. Students should be guided to expand their ability to perceive, evaluate, and understand different behaviors and beliefs.

The Superintendent will encourage plans and experiences to implant this statement of philosophy adopted by the Board of Education toward the goal of establishing a multicultural emphasis in the schools of this District.

Legal Reference

Policy

Adopted: 2/26/87 (approved at Board Meeting 2/25/87)

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

SCHOOL BASED PLANNING

6510

SHARED DECISION-MAKING

INSTRUCTION

Philosophy

The Board of Education recognizes its responsibility to comply with the regulations of the New York State Commissioner of Education as expressed in the New Compact for Learning.

To this end the Board of Education believes that the District must utilize the talents, experiences, skills and ideas of all members of the Elmont school-community. However, the final decision regarding implementation of the District's committee recommendations rests with the Board of Education, the elected officials of the District. We believe that an organization utilizing the processes of share decision-making and site-based committees for improvement of instruction will focus on the full resources of our District on the development of decisions which more fully support the development and delivery of sound instructional programs for the children of Elmont.

WHEREAS, the Commissioner's Regulations now provide for shared decision-making and school-based planning, effective February 1994, and

WHEREAS, there is a need to codify how Elmont involves parents, teachers and administrators in school planning and decision-making

WHEREAS, there is a requirement for the Board of Education to prepare for the adoption of a plan to implement said Regulation.

BE IT RESOLVED that the Board of Education directs the Superintendent of Schools to develop a plan for the purpose of establishing a committee to develop recommendations for Elmont's shared decision-making plan.

BE IT FURTHER RESOLVED that the Superintendent contact the President of EETA, the President of the Administrator's Association and the President of the PTA council for the purpose of discussing the issues relative to the implementation of a District plan.

Legal Reference

Policy

Adopted: 3/17/93 (approved at Board Meeting 3/16/93)

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

SCHOOL BASED PLANNING

6510 (a)

SHARED DECISION-MAKING

INSTRUCTION

District Committee for Improving Student Achievement

The Board of Education recognizes that the participation of informed representatives of various groups within the Elmont school-community is necessary for the development of an effective shared decision-making model for site-based implementation. The Board of Education hereby establishes a District committee for developing recommendations for the formation of a plan to improve student achievement through Shared Decision-Making District Committee. The committee's life expired on February 1994. The District Committee membership was as follows:

- 6 Parents- Selected by Interschool*
- 4 Principals- Designated by the Principals' Association*
- 6 Teachers- Designated by EETA*
- 1 Representative Designated by Support Staff Employees (ex officio)*
- 1 Board Member (ex officio)*
- 1 Central Office Administrator*
- Superintendent of Schools*

The District Committee was charged to develop the following parameters for site-based Advisory Committee for Improving Instruction (ACII):

- 1. Selection procedures for ACII members*
- 2. Length of terms for ACII members.*
- 3. Determine an "equity of representation formula" for use by individual ACIIs.*
- 4. Recommendation of required training and timeline in which training must be completed by District Committee and ACII members.*
- 5. Decision models to be employed by ACII members.*
- 6. Method for resolving internal ACII disputes and impasse.*
- 7. Method for placing an item on an ACII agenda.*
- 8. Role of building advisory committees.*
- 9. Procedure for gathering input from constituency groups.*

District Committee decisions required a two-thirds vote for passage. The District Committee determined procedures for selecting their chairperson. All District Committee meetings were considered open for observation by an interested individual. The Committee will submit its report to the Board of Education for its consideration.

DEFINITIONS

To ensure consistency of representation on the Elmont Union Free School District Committee for Improving Student Achievement Through Shared Decision Making, the following definitions are hereby established:

Administrator: *a person officially employed by the Elmont School District in the capacity of administrator.*

Administrators Association President: *a person holding the official title of President of the Administrators Association of Elmont or his/her designee.*

Parent: *a person who is not employed by the Elmont School District, who resides within the Elmont School District boundaries, and who has legal guardianship of at least one child attending an Elmont public school.*

Principal: *a person officially employed by the Elmont School District in the capacity of building principal.*

School Board Member: *a duly elected member of the Board of Education, appointed by the President of the Board to provide representation for the Board.*

Superintendent: *the person officially appointed by the Board of Education as Superintendent of Schools or his/her official designee.*

Central Office Administrator: *an administrator in the central office.*

Support Staff Employee: *a person who is employed in a full-time or part-time capacity in the areas of buildings and grounds, food service, paraprofessional support, secretarial/clerical or transportation.*

Teacher: *a person officially employed by the Elmont School District in the full-time or part-time capacity of teacher.*

Teacher Chapter President: *the person who officially holds the title of President of the Elmont Elementary Teachers Association or his/her official designee.*

SITE-BASED ADVISORY COMMITTEE FOR IMPROVING INSTRUCTION (ACII)

The Board of Education believes one of the keys to reaching our goal for improved student achievement lies in the establishment of site-based shared decision-making committees. We believe the process of shared decision-making can maximize the use of all resources for the development of plans for improving student achievement. We also believe that site-based committees are an appropriate vehicle for the development and implementation of building level student achievement plans.

While many of the specifics regarding the function of the ACII will be determined by the Advisory Committee for Improving Instruction Through Shared Decision-Making District Committee, the Board of Education sets forth the following parameters regarding the ACIIs.

- A. ACII Composition: Each ACII must contain representatives from the following groups: administrators, building principals, teachers, support staff and parents.*
- B. Numbers of Representatives: The number of representatives from each constituency group will be determined by individual ACIIs based upon compliance with the "equity of representation formula" adopted by the District Committee.*
- C. Training: Each ACII member must complete a course of training as determined by the District Committee. Training times will be scheduled to allow for participation by all ACII members outside of the regular school day.*
- D. Compensation: ACII members will receive no financial remuneration for time spent performing their duties as ACII members.*
- E. ACII Meeting Times: The majority number of each representative group must agree to the meeting schedule to ensure that no representative group is excluded from participation due to conflicting obligations.*

Waivers

The Board of Education recognizes that a natural outgrowth of site-based management will be the identification of new methods and programs for the delivery of services to students. In order to encourage the development of new methods and programs while maintaining accountability to students, staff and the community, the Board of Education hereby establishes the following process for obtaining waivers seeking delay of, postponement of, and an exception to existing Elmont School District policy, procedure, practice or contract provisions.

Waiver Process Guidelines

Criteria: *An approved waiver cannot negatively impact safety, student welfare or equity. Waivers are granted without establishing precedent. Waivers must not increase budget expenditures although they may redirect existing funds. Waivers cannot violate existing education, state and federal laws. The Elmont School District may choose to pursue a waiver from the State Education Department on behalf of an ACH request, but is not obligated to do so.*

Hearing Panel: *A panel consisting of one member of the Board of Education, the Superintendent of Schools, and the Presidents of the Elmont Elementary Teachers Association and the Principals Association shall hear all waiver requests. Waiver approval requires the support of all four panel members.*

Filing Procedure and Timeframe: *A copy of the completed waiver application should be submitted to the District Clerk. The District Clerk will distribute copies to the four panel members. A meeting of the panel will be held within thirty working days of the receipt of the waiver request.*

Format for a Waiver Application:

- A. Cover: *Identifies the ACH requesting the waiver and the date of the request.*
- B. Waiver Form: *States the specific policy, procedure, practice, or contract provision from which the waiver is requested.*
- C. Rationale Statement: *Defines and supports the educational benefit (improved student performance) to be derived from the waiver. The rationale might also include such things as:*
 - *relationship to the school improvement plan*
 - *research supporting the proposed change*
 - *needs assessment supporting the proposed change*
 - *relationship to District goals, initiatives*
- D. Impact Statement: *Includes:*
 - *identification of who and what will be impacted by the change*
 - *implementation plan components: schedule, staff assignments, resources, time line*
 - *waiver assessment component: methods of evaluating whether or not the objectives of the waiver were met*
 - *budget impact*

- E. Recommendation from the Building Principal: A written recommendation from the building principal indicating his/ her beliefs concerning the rationale statement and the impact statement submitted by the ACII.
- F. Signatures of Support: Signatures indicating that a majority of the individuals affected by the waiver support its submission and agree to participate in the pilot if the waiver is granted.
- G. Contract Waivers: For waivers involving terms of negotiated agreement, written consent must be received from the president of the appropriate bargaining unit in accordance with provisions of the contract and the Taylor Law.

Scope of Authority

The site-based ACII should not have authority to make recommendations in the following areas:

- Academic Calendar
- Business Practices such as Investment Policy, Purchasing Practices and Payroll Procedures
- Class Sizes
- Discussions of Individual Students, Teachers or Other Staff Members
- District Curriculum Strands and Textbook Selection
- Employee Discipline Matters
- Employee Evaluation Procedures
- Employee Salary and Fringe Benefit Issues
- Employee Working Conditions
- Employment Qualifications
- Maintenance of Teaching and Non-Teaching Positions
- Matters in Conflict with Statute and Regulation
- Overall Educational Policies and Mission of Board of Education
- Teaching Load Maxima

Legal Reference

Regulation

Adopted: 3/17/93 (approved at Board Meeting 3/16/93)
Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

INTERNET SAFETY

6520 (a)

COMPUTER TECHNOLOGY

INSTRUCTION

Internet access is now available to students and teachers in the Elmont Union Free School District. The Internet offers vast, diverse and unique resources for both students and teachers. The goal is to promote educational excellence in schools by facilitating resources, sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of subscribers. The key concept underlying the Internet is interconnectivity, something that will allow administrators, teachers, and more importantly, students to access an unparalleled array of communication and information resources. Teachers and students have access to general Internet tools. Electronic search tools enable students and teachers to communicate with people all over the world and access information and news.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting.

The Elmont Union Free School District shall take precautions to restrict access to controversial materials. It is the policy of the Elmont Union Free School District to:

- a. prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
- b. prevent unauthorized access and other unlawful online activity
- c. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors
- d. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)]

The Board of Education authorizes the Superintendent to develop specific procedures to implement this policy.

INTRODUCTION

It is the policy of Elmont Union Free School District (District) to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communication; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of employees and/or students; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

DEFINITIONS

Key terms are defined in the Children's Internet Protection Act*

ACCESS TO INAPPROPRIATE MATERIAL

Technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in case of minors minimized, only for bona fide research or other lawful purposes. Except that the blocking shall not be disabled or minimized for child pornography unless as part of a police investigation.

INAPPROPRIATE NETWORK USAGE

The District shall take steps to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

EDUCATION, SUPERVISION AND MONITORING

It shall be the responsibility of all members of the District's staff to educate, supervise and monitor appropriate usage of the online computer network and access to the internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Administrative Assistant for Technology or designated representatives.

The Administrative Assistant for Technology or designated representatives will provide age-appropriate training for students who use the District's Internet facilities. The training provided will be designed to promote the District's commitment to:

- a) The standards and acceptable use of Internet services as set forth in the District's Internet Safety Policy;
- b) Students safety with regard to:
 - i. Safety on the Internet
 - ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. Cyber bullying awareness and response.
- c) Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following this training, the teacher will acknowledge that he/she delivered training in a form and manner appropriate to the age and development of the children and designed to promote their understanding of the material.

Legal Reference

Policy

Adopted: 11/20/02 (approved at Board Meeting 11/19/02)

Amended: 6/21/05, 7/05/05

Policy: 6520 (b & c)

Adopted: 4/5/16

Required X
Local —

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION 6530 (a)

COMPUTER TECHNOLOGY INSTRUCTION

The Elmont Union Free School District (EUFSD) will provide staff with access to various computerized information and telecommunications resources through EUFSD's computer and telecommunications system (ECTS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet". It may also include the opportunity for some staff to have independent access to the ECTS from their home or other remote locations. All use of the ECTS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the ECTS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent of Schools or his/her designee(s) to provide staff with training in the proper and effective use of the ECTS.

Staff use of the ECTS is conditioned upon written agreement by the staff member that use of the ECTS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the ECTS. All such agreements shall be kept on file in the Central Office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the ECTS. Employees are expected to communicate in a professional manner consistent with applicable EUFSD policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable use of the ECTS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

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

Staff members who engage in unacceptable use may lose access to the ECTS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the EUFSD.

Privacy Rights

Staff data files and electronic storage areas shall remain EUFSD property, subject to EUFSD control and inspection. The director of facilities and general services may access all such files and communications to insure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should NOT expect that information stored on the ECTS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the ECTS.

Legal Reference

Policy

Adopted: 12/17/03 (approved at Board Meeting 12/16/03)

Amended: 6/21/05, 7/05/05

ELMONT UNION FREE SCHOOL DISTRICT
Elmont, New York

USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION 6530 (a)

COMPUTER TECHNOLOGY INSTRUCTION

The Elmont Union Free School District (EUFSD) computer and telecommunication system (ECTS hereafter) is provided for staff to enhance the educational programs of the EUFSD, to further EUFSD goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of ECTS. The standards of acceptable use as well as prohibited conduct by staff accessing the ECTS, and outlined in EUFSD policy and regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in EUFSD policy and/or regulation may also be subject to disciplinary action, including loss of access to the ECTS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the EUFSD.

Staff members are encouraged to utilize electronic communications in their roles as employees of the EUFSD. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school related issues or activities. Communications over the ECTS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The EUFSD policies and accompanying regulations on staff and student use of computerized information and telecommunication resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the ECTS, including access to external computer networks.

Privacy Rights

Staff data files, E-mail and electronic storage areas shall remain EUFSD property, subject to EUFSD control and inspection. The director of facilities and general services may access such files and communications to insure system integrity and that users are complying with requirements of EUFSD policy and accompanying regulations. Staff should NOT expect that information stored on the ECS will be private.

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the ECTS include, but not limited to, the following:

- 1. Using the ECTS which in any way results in unauthorized charges or expense to the EUFSD.*
- 2. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.*
- 3. Using unauthorized software on the ECTS. Only the EUFSD through the Office of Facilities and General Services may authorize the installation of software.*
- 4. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the director of facilities and general services.*
- 5. Violating copyright law.*
- 6. Employing the ECTS for commercial purposes, product advertisement or political lobbying.*
- 7. Disclosing an individual password to others or using others' passwords.*
- 8. Sharing confidential information on students and employees.*
- 9. Sending or displaying offensive messages or pictures.*
- 10. Using obscene language.*
- 11. Harassing, insulting or attacking others.*
- 12. Engaging in practices that threaten the ECTS (e.g., loading files that may introduce a virus).*
- 13. Violating regulations prescribed by the network provider.*
- 14. Use of the ECTS for other than school related work or activities.*
- 15. Assisting a student to violate EUFSD policy and/or regulation, or failing to report knowledge of any student violations of the EUFSD policy and regulation on student use of computerized information resources.*
- 16. Use which violates any other aspect of EUFSD policy and/or regulations, as well as local, state or federal laws or regulations.*

Any user of the ECTS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

Internet access and usage on the ECTS is governed by the same limits and prohibitions outlined in this document. In addition, the following cautions are to be observed.

Files downloaded from the Internet may cause disruption or damage to the receiving PC. The impact of losing use of the PC should be considered before downloading any files.

Computer users shall download or save files only to a floppy disk, removable portable drive or to their assigned home folder.

If an .exe (executable), zip (compressed), .vb (Visual Basic executable), or other file with an unrecognized extension is received inside an e-mail (usually as an attachment), it is the recipient's responsibility to contact the sender to determine if the file has caused any prior disruptions. If such disruptions have occurred, the received file should not be run or opened.

The EUFSD director of facilities and general services (326-5500 ext. 14) can be contacted for help in disposing of the file.

Sanctions

The director of facilities and general services will report inappropriate behavior to the staff member's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in a loss of access to the ECTS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All staff will be given a copy of the EUFSD policies on staff and student use of computerized information and telecommunication resources and the regulations established in connection with those policies. Each staff member will sign the attached acceptable use agreement before establishing an account or continuing their use of the ECTS.

Signature Page

This page is to be completed by the employee and given to the principal or supervisor. The principal or supervisor shall forward the original to the District's director of facilities and general services and retain a copy in his/her school based records.

The form below must be completed and given to the principal or supervisor before the employee begins using the ECTS.

Questions concerning the information presented in the Board Policy or Regulation on USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION should be submitted to the principal or supervisor before signing this page or beginning to use the ECTS.

I, _____, have read, received copies of and understand the information included in the EUFSD Board Policy and Regulation USE OF COMPUTERIZED INFORMATION AND TELECOMMUNICATION.

Signature:

Date:

Legal Reference

Regulation

Adopted:

Amended:

12/17/03 (approved at Board Meeting 12/16/03)

6/21/05, 7/05/05